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ABSTRACT

A number of educators formed a network and established the European Forum on Educational Administration. The Forum's program described in this publication had a duration of one week consisting of a day of intensive orientation to the Federal Republic of Germany's education system, two and a half days of visits to educational institutions in the states of Hesse and Rhineland-Palatinate, and two full days at a workshop meeting. The two states visited were chosen to demonstrate to the participants contrasting approaches to education taken by state governments composed of different political parties. The workshop was held on the theme, "The Professional Development of School Administrators in Europe." The aims of the workshop were to encourage informal encounters, to arrange informal planned or spontaneous exchanges of experiences, and to work through a set of specific tasks. Time was allowed for interest groups to meet in the afternoons. The appendices contain the results of the workshop, observations and reactions, and the themes of the interest groups as determined by the participants. The official languages during the week were English, French, and German. (Author/MLF)

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EUROPEAN FORUM
ON
EDUCATIONAL ADMINISTRATION

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Report
on the
Intervisitation Programme
in the
Federal Republic of Germany
1980

Edited for the Forum
by
Clive Hopes

Deutsches Institut für Internationale
Pädagogische Forschung
Frankfurt am Main June 1981

EA 014 248

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Mainz.

German Federal Ministry for Education and Science,
Bonn.

German Institute for International Educational Research,
Frankfurt am Main.

Hesse Institute for the In-Service Education of Teachers,
Fuldatal.

The British Council,
London.

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(1st September 1980)

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Mr. H. Engel
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Mr. H.J. Mohr (C)

France

Madame A. Vandevoorde (C)
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Great Britain

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Mr. D. Parkes

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EUROPEAN FORUM ON EDUCATIONAL ADMINISTRATION

Intervisitation Programme
in the
Federal Republic of Germany
1980

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Hesse

Staatsminister Hans Krollmann	Kultusminister	Minister of Education

Helmut Bechtold	Leitender Schulamtsdirektor Staatliches Schulamt Heppenheim	Head of District State Schools' Office
Walter Dörr	Regierungsschuldirektor Schulabteilung, Der Regierungspräsident, Darmstadt	Regional Schools' Supervisor
Dr. Kurt Fackiner	Leiter, Hessisches Institut für Lehrerfortbildung Fuldatal	Director
Karl Friedrich	Leiter der Schulabteilung Der Regierungspräsident Darmstadt	Head of Schools Department, Regional Government Authority
Dr. Eberhard Jeuthe	Ministerialrat, Kultusministerium, Wiesbaden	Ministerial Schools Supervisor
Gerhard Jöckel	Studiendirektor Leiter der Aussenstelle des Hessischen Institut für Lehrerfortbildung, Jügenheim	Head of Regional In-Service Education for Teachers Centre.
Hermann Radau	Oberstudiendirektor Gesamtschule Fürth im Odenwald	School Principal
Dr. Hans-Martin Schreiber	Ministerialdirigent Kultusministerium Wiesbaden	Head of Division Ministry of Education
Hartmut Schrewe	Schulamtsdirektor Staatliches Schulamt, Marburg	Schools' Supervisor
Gerhard Wicht	Ministerialrat Kultusministerium Wiesbaden	Ministerial Schools' Supervisor

Deutsches Institut für Internationale Pädagogische Forschung

Professor Dr. Wolfgang Mitter	Direktor des Forschungskollegiums, Frankfurt am Main	Chairman of Professorial Board

Rheinland-Pfalz

Dr. Hanna-Renate Laurien	Kultusminister	Minister of Education (at the time of the Intervisitation Programme)
Dieter Dienst	Oberstudiendirektor Staatliches Gymnasium im Schulzentrum Mundenheim, Ludwigshafen	School principal
Werner Grandjean	Ministerialrat Kultusministerium Mainz	Ministerial Schools' Supervisor
Peter Jäger	Stellvertretender Leiter, Staatliches Institut für Lehrerfortbildung, Speyer	Deputy Director
Hans Jung	Leitender Ministerialrat Kultusministerium Mainz	Senior Ministerial Schools Supervisor
Dr. Hans-Albrecht Landré	Ministerialdirigent Kultusministerium Mainz	Head of Division Ministry of Education
Hans-Joachim Mohr	Oberstudiendirektor Staatliches-Martinus Gymnasium Linz (Rhein)	School Principal
Dr. Heinz Müller	Ministerialrat Kultusministerium Mainz	Ministerial Schools' Supervisor
Ute Rampillon	Regierungsschuldirektorin Regionales Pädagogisches Zentrum Bad Kreuznach	Regional Schools Supervisor
Dr. Hans Simonis	Leiter Staatliches Institut für Lehrerforthbildung Speyer	Director
Bernd Vorholz	Oberstudiendirektor Staatliches Seminar für das Lehramt an Gymnasien, Speyer	Supervisor of Studies
Pius Zorner	Leiter der Schulabteilung Bezirksregierung Neustadt an der Weinstraße	Head of Schools Department, Regional Government Authority

Nordrhein-Westfalen

Friedrich Wilhelm Held	Ministerialrat, Kultusministerium, Düsseldorf	Ministerial Schools' Advisor

Bund-Länder-Kommission für Bildungsplanung und Forschungsförderung

Kurt Kreuser	Ministerialdirektor, Bonn	Secretary-General

FOREWORD

The inaugural meeting of the European Forum Steering Committee was held in Paris at the Sorbonne in the autumn of 1977. At that meeting, the decision was taken for the Forum's first Intervisitation Programme to take place in Germany in 1980. Thus, three years careful, and often long-range, planning and negotiation came to fruition with the opening session of the Programme held at Mainz on 24 August 1980. At the same time, through the assembly of the participants, the European Forum on Educational Administration became a reality.

All this could not have been achieved, and the 1980 Programme carried through successfully, without the unstinting help of many people. The support of both the Deutsches Institut für Internationale Pädagogische Forschung at Frankfurt and the German Association for Educational Administration were essential for the success of the Programme and the Forum is greatly endebted to the Institute and the Association, and their Department Head and Chairman, Professor Hermann Avenarius. We are also very grateful to the Ministers of Education for Hesse (Herr Hans Krollmann) and Rhineland-Palatinate (at that time, Frau Dr. Hanna-Renate Laurien) for their unfailing support and encouragement.

Mr. Clive Hopes of the Deutsches Institut has been responsible for preparing this report on the Programme. Its thoroughness and meticulous concern for essential detail reflect the admirable way in which he organised and managed the whole Programme, and the European Forum will always be endebted to him for the improtant contribution he made to the success of its first major undertaking.

June 1981 D. P. J. Browning

INTRODUCTION

Intervisitation Programme, 24th - 31st August 1980
Federal Republic of Germany.

Background

During the Annual Conference of the British Educational Administration Society in September 1976, a number of educators from Europe met together to discuss "The Control of the Curriculum".[1] Some of the members of the Society thought that this first encounter of persons from other countries with similar interests should be continued in some form. While avoiding the temptation to rush ahead and found a European society, it was felt that it would be useful to form a Network to maintain the contacts and establish a Forum for the discussion of Educational Administration matters. It was known that there were no other similar societies on the mainland continent of Europe, but that a number of activities with similar objectives in administrator training were newly in progress in several countries (France, the Federal Republic of Germany and Sweden).

A steering Committee was formed and it was agreed to meet in Paris in November 1977. Each country was to have a correspondent to whom the Secretary could write and thereby coordinate developments. The correspondents undertook to spread information about the developments in their own country.

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1. Glatter, R. (ed.) Control of the Curriculum: Issues and Trends in Britain and Europe. NFER, Windsor. 1977.

At the meeting in Paris in 1977, a provisional programme was laid down for working slowly towards developing the Forum over a four-year period and to evaluate its progress to consider whether it would be worthwhile to establish the network as an organization with a formal constitution. It was also decided to work towards a European event in 1980, which would be the first opportunity for many European members to come together at one time. In the period leading up to this major activity, a number of smaller, informal projects, with exchanges between two countries, would proceed in order to strengthen contacts. Examples of such events were the Anglo-Swedish exchange in 1978 and an Anglo-German event in March 1980.[1] Moreover, a European edition of the B.E.A.S. journal was devoted to contributions from other European countries on the theme "Professional Development of School Administrators".[2]

The Steering Committee met again in Stockholm in October 1978 when a firm proposal to provide an Intervisitation Programme in the Federal Republic of Germany was made. Professor Avenarius at the Deutsches Institut für Internationale Pädagogische Forschung (DIPF) suggested that it would be possible to support the development of the Programme through facilities at that institute.

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1. Finlayson, J. & Parkes, D. (eds.)Management Training for Further Education Staff in the United Kingdom and West Germany Coombe Lodge Comparative Papers in Further Education Number 7, Blagdon, Bristol. 1980.
2. McHugh, G.A.R. & Parkes, D. (eds.) Educational Administration Winter 1978/79, Volume 7, Number 1. B.E.A.S. 1979

Planning and Preparations

A small Working Group was established to work out a plan: Professor Ron Glatter, Open University, England; Clive Hopes, DIPF, Germany; and Theo Liket, Ministry of Education, The Hague, Netherlands. Members of the Group made approaches to the Commission of the European Communities in Brussels, the Council of Europe in Strasbourg, the European Culturual Foundation in Amsterdam and the German Federal Ministry of Education and Science in Bonn. All the persons contacted showed great interest in the proposed programme, but in some cases it was clear that financial support could not be offered because the Forum is an unaffiliated, non-governmental organization.

The interest in the development of the Forum shown by members of the Directorate-General for Research, Science and Education in the Commission of the European Communities was a decisive factor in enabling the organizers of the event to proceed confidently in planning. Two of the members of the Group, Glatter and Hopes, had been present at the International Intervisitation Programme in Canada in 1978 and while no attempt was to be made to undertake such a similar ambitious programme, the shape of that event provided useful hints for what could be made an interesting and stimulating meeting.[1] Moreover, the experiences of the German group which had visited Britain in 1976 had shown that a short orientation to the host-country's education system is extremely useful in preparing for an international conference. By visiting various institutions on a study tour relevant to the theme of the conference at the end of the week, the group had been able to establish a coherence which was essential during the conference period and enabled its members to gather information which was vital for discussions.

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[1] Farquhar, R. & Housego, I. Canadian and Comparative Educational Administration University of British Columbia, Canada. 1980. 403pp.

It was therefore decided that the Forum's programme would have a duration of one week consisting of a day of intensive orientation to the host-country's education system, two and a half days of visits to educational institutions and two full days at a Workshop meeting.

At the beginning of 1979 the Ministers of Education in Hesse and Rhineland-Palatinate were approached and given preliminary details of the proposed Study Tours. These two States were chosen to demonstrate to the participants contrasting approaches to education made by state governments composed of different political parties. Unconditional support was immediately given and throughout the preparations in 1979 and 1980 there was excellent cooperation, interest and support from both Ministries, the Regional Educational Authorities, State Institutes and Schools.

In March 1979 the Working Group met with members of the Directorate-General for Education, Science and Research in Brussels and continued their discussions in The Hague.

By the time the Steering Committee met in Frankfurt in October 1979, the Working Group was able to present a firm draft of the proposed programme with a financial plan which would make participation possible at a reasonable cost to each individual. This plan was accepted by the Committee and in the Autumn of 1979 all authorities which would be affected by the Programme in the Federal Republic of Germany were informed that the programme would take place. Confirmation of the visits in State institutions was made, a location for the Workshop was identified and accommodation reserved. A formal application for a subvention was made to the Commission of the European Communities and to the German Federal Ministry of Education and Science.

The Working Group met again in England in December 1979. Another meeting was held in Frankfurt in May 1980 to work out further details, in particular for the Workshop.

Registration for the Programme was achieved by the Secretary circulating information in November 1979 to members in all countries and asking for a non-commital registration of interest. In February 1980 the list of names of respondants was sent to the German correspondent and these persons were sent Registration Forms. By April 1980 it was clear that there would be enough registrations to fill the 80 places and the distribution from the several countries showed that good representation, proportional to the size of countries, could be expected and that a quota system would not have to be imposed. It was possible to close registrations in May 1980 and circulate participants with final information during June 1980 before the summer vacation.

At the beginning of 1980 a number of measures had been taken to ensure that the participants would be properly oriented for their visit. A provisional programme, which clearly stated the aims of the event, was sent with the Registration Forms. A number of speakers were identified to give opening talks on the German education system (schools, administration and the Federal-State system). To facilitate communication, each speaker was requested to provide a short resumé of two pages on the themes he would cover or one page of key words and phrases. These notes were to be translated into French and English and provided to the participants at the beginning of each session. Each institution to be visited in both States was requested to provide similar information. Most of the materials were collected two months before the event so that translations could be made. Once again the excellent cooperation of all concerned ensured that at no stage was there shortage of time for preparations.

The availability of short, concise, translated summaries of each theme proved to be extremely helpful throughout the programme.

A limited amount of material was sent to the participants one month before the event. These papers included a resumé of political and demographic information and statistical tables about the school system in the States of Hesse and Rhineland-Palatinate. A book in the English and French language was provided and selected pages were recommended for reading prior to arrival.[1]

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[1] Fuhr, C. Education and Teaching in the Federal Republic of Germany Hansa, Munich and Inter Nationes, Bonn. 1979.

The final part of the preparations took place on Saturday, 23rd August in Mainz, when the Working Group met with the Study Tour leaders (one from each State) and with the Chairmen who were to be in charge of international groups during the Workshop. This phase proved to be particularly important to inform the key people of the expectations of the Working Group in good time before the event started. The Chairmen then had the week before them to clarify their duties. This meeting helped to prepare a smooth entry into the Study Tour and into the Workshop.

The official languages during the week were English, French and German.

The Programme

The programme opened at the Europa Hotel, Mainz, on the evening of Sunday, 24th August, when an orientation to the week's programme was presented. Full details are given in Annex E.

The Orientation Seminar, Monday, 25th August

The aim of the Seminar was to familiarize the participants with the education system in the Federal Republic of Germany: its structure, organization and administration were discussed and current problems were mentioned. Participants were informed about particular aspects of the education system and the terminology.

In the afternoon visits were made to the Cathedral and the Gutenberg Museum. Then the Orientation Seminar was continued with an introduction to Teacher Training, In-Service Education of Teachers and Training Programmes for Educational Administrators. The first full day was brought to a close with a speech by the Minister of Education for Rhineland-Palatinate, Frau Dr. Hanna-Renate Laurien.

The Study Tour

During the Study Tour the participants were provided with a variety of experiences. Meetings were arranged for small groups to meet with principals and teachers. In local and regional administration offices, senior administrators talked with the participants. At a later stage in the tour the whole range of teacher training, in-service education of teachers and the training of principals was covered during a visit to a regional centre for in-service education. Finally, the Ministry of Education in the State was visited. Apart from becoming informed about general aspects of educational administration, the participants had the opportunity to enquire about schemes for the professional development of administrators with a view to becoming more aware of the issues to be analysed in the workshop at the end of the week.

Tuesday, 26th August Commencement of Study Tour.

Aim: To explore the provision of preparation schemes for principals and other educational administrators for their positions.

Hesse	**Rhineland-Palatinate**
a.m. Visit to Comprehensive School in Fürth (Odenwald).	a.m. Visit to tri-lateral "School Centre", Ludwigshafen.
p.m. Visit to the local District School Authority office, (Staatliches Schulamt) Heppenheim.	p.m. Visit to the State Institute for the In-service Education of Teachers, Speyer.
	Themes: Teacher Training, In-service Education of Teachers, and Training Programmes for Principals of Schools
	Visit to Cathedral, Speyer.

In the evening both groups visited the Garden of the Palace in Schwetzingen and Heidelberg.

Wednesday, 27th

Hesse	**Rhineland-Palatinate**
a.m. Visit to Regional Government Authority for Schools in Darmstadt.	a.m. Visit to Regional Government Authority for Schools in Neustadt.
Themes: Regional Supervision of Schools, Personnel, Educational Adminstration, and Administrators.	Themes: As in Hesse.
p.m. Regional Centre of the Hesse Institute for the In-service Education of Teachers, Jügenheim.	p.m. Kurfurst Ruprecht Gymnasium, Neustadt.
Themes: Teacher Training, In-service Education of Teachers, and Training Programmes for Principals.	Parents Organization and Participation
Teachers' Associations and Union.	Teachers' Associations and Union.
Evening: Reception by the Bürgermeister, Heppenheim.	Evening: Reception by the Bürgermeister, Neustadt.

Thursday, 28th August

Hesse	Rhineland-Palatinate
a.m. Ministry of Education, Wiesbaden.	a.m. Ministry of Education, Mainz.
Themes: Education Policy. Hesse Institute for Educational Planning and School Development	Themes: Education policy. Regional Educational Centre, Bad Kreuznach.

p.m. Both groups travelled to the Workshop centre at the Reinhardswaldschule, the In-service Education Institute at Fuldatal, near Kassel.

Evening: Review of Study Tour.
Plenary session with reports from each group followed by reactions and comment from a representative from the Ministry of Education in each State.

Friday, 29th - Saturday, 30th August

Workshop on the Theme: "The Professional Development of School Administrators in Europe".

Aims:
1) To encourage informal encounters.
2) To arrange informal planned or spontaneous exchange of experiences.
3) To work through a set of specified tasks.

Saturday, 30th p.m. : Speech by the Minister of Education for Hesse, Herr Hans Krollmann.

Sunday, 31st : Departure of participants.

The Workshop

A Workshop rather than a Conference structure was chosen for a number of reasons. As this was a first venture it would have been very difficult to cater for all tastes in a conference with conventional presentations, papers and discussions. In particular, the language problem would have proven to be insurmountable, as the cost of providing simultaneous translations in three languages would have been prohibitive. Moreover, the Working Group wanted to avoid what Liket called "national monument-building", which sometimes occurs at international conferences. It was also felt that in order to get people talking to one another, by setting specific tasks and mixing the various nationalities in several different language groups, as well as having national groups, an optimum arrangement might be reached. This solution worked very well, although initially there were some objections by some participants about being forced into what they perceived to be a narrow framework. These objections were partially answered by giving the reasons for having chosen this method already cited here. Being aware that the participants would come with very diverse interests, yet with a general interest in educational administration, it was thought that by focusing on "Professional Development of School Administrators", a concern currently prevalent in many European countries, a matter of common interest could be identified.

However, it was realized that two days is a very short time to get people who do not know one another very well to work together on a somewhat complex theme. The Working Group deliberately chose to offer a very structured set of tasks, which could provide a core for the discussions yet allow the participants to discuss the matters freely and to exchange experiences. Time was also allowed for interest groups to meet in the afternoons. The themes of these groups were determined by the participants and can be found in Annex B to this report. In the event, due to the strenuous activities of the participants during the week and to the demands of the Workshop, the little free time allowed as an alternative to the Interest Group Meetings was used by almost all the participants. These themes could be taken up again when planning for the next event.

While the absence of formal, academic papers was criticised by a few, in the light of the experience of this first event, the approach seems to have been justified. In any subsequent event, the provision of such papers would indeed enrich the programme.

The international groups worked very well and the skilled leadership by their chairmen was generally acknowledged.

The results of the Workshop, observations and reactions are given in Annexes A and C to this report.

Conclusion

At a meeting of the Steering Committee on the final evening of the Programme, it was agreed that the event had been a success. There was a general desire to continue the Forum. Consideration was given to the problem of working towards a formal constitution for the organization. A decision was made to make plans for another European event in France in 1982. It was also decided that members of the Steering Committee should meet in conference in the near future to evaluate the 1980 Programme.

PART I

ORIENTATION SEMINAR

INTRODUCTORY ADDRESS

Clive Hopes

Ladies and Gentlemen,

It is a pleasure for me to welcome you in Mainz at the beginning of the Intervisitation Programme in the Federal Republic of Germany.

You all know that the official languages of this event are French, German and English. This has caused some problems, but I am convinced that if we are going to have key persons in educational administration associated with this Forum - and they are not necessarily linguists - it is important to attempt to overcome the barriers of language differences and those restrictions created by only having one conference language. Plenary sessions will be kept to a minimum to reduce loss of time in translating into two foreign languages and the programme is arranged to permit as many meetings as possible in smaller groups. In some situations, separate groups will be formed to allow parallel events. We rejected the alternative of simultaneous language equipment very early in the planning because of the enormous cost. In this way it has been possible to keep expenses to the individual participant as low as possible.

Tomorrow morning we shall meet at 9 o'clock in two rooms. The French-speaking participants in an adjacent room and the English-speaking in this room. Let us turn to the printed programme. The programme on Monday is to be seen as an Orientation Seminar to attempt to familiarize you with the German education systems. Most of you have already had a chance of reading selected parts of the book sent to you.

In the morning we shall be studying the School Systems and School Administration at Regional and State levels. The provincial nature of the education systems will be discussed and some of the problems will be examined.

Some of the differences between the States of Hesse and Rhineland-Palatinate, which you will be visiting, will be mentioned. In the afternoon more German participants will be joining us during the presentation and discussion of the theme: Teacher Training In-Service Education of Teachers and Training for Heads of Schools. The purpose of the Orientation Seminar is to introduce you to the terminology and acquaint you with the system. We cannot cover everything, but most of the themes handled on Monday will be more thoroughly presented to you "on location" during the Study Tour. At 18.00 the Minister of Education for the State of Rhineland-Palatinate will come to give an address. This talk will bring the formal part of the programme for the day to an end.

I will not go into details about the Study Tour. The framework is: Schools, Regional Administration and Ministry of Education. The Hesse Group will find the tour on the pink pages and the Rhineland-Palatinate Group on the blue pages.

Let me just briefly remind you of the purpose of the Study Tour and its meaning to us as members of the European Forum on Educational Administration. This programme is not just a comparative education tour, but something more analytical. If our aims are to facilitate exchange of information and experience in educational administration and to stimulate interest in the development of the practice, study, training and research in this field, our concern will be keeping our minds focussed on the question being posed in the workshop at the end of the week:

> "What are the professional development needs related to effective school leadership?"

During the Study Tour a participant-reporter will solicit your comments on your impressions. These impressions will then be reported in a Summary Session.

The Workshop will take place on Friday and Saturday and we will go into details on Friday morning. The Workshop has at least 3 levels of activity: Firstly, the informal meetings of members; secondly, the loosely structured Interest Groups; and thirdly, the highly structured Tasks in the National and International Groups. The idea behind the Interest Groups is to give a more "unstructured" opportunity for participants to get together to discuss matters of mutual interest.

The formal close of the programme will be an Address by the Minister of Education for Hesse.

In closing I should mention that this programme has been made possible by the interested and generous support of officials in the Directorate-General for Research, Science and Education of the Commission of the European Communities. The German Federal Ministry for Education and Science has also lent its support, while the excellent co-operation from the Hesse and Rhineland-Palatinate Ministries of Education has made the preparation a pleasant task. Finally, I thank Ron Glatter and Theo Liket for their great help and friendly advice. Also to David Parkes for his work in connection with the initial Workshop Task and to Eloisa Ricatti in the last two weeks of preparation. Anette Boettger has effectively kept the whole of the paperwork moving over the past year and I am extremely grateful to her.

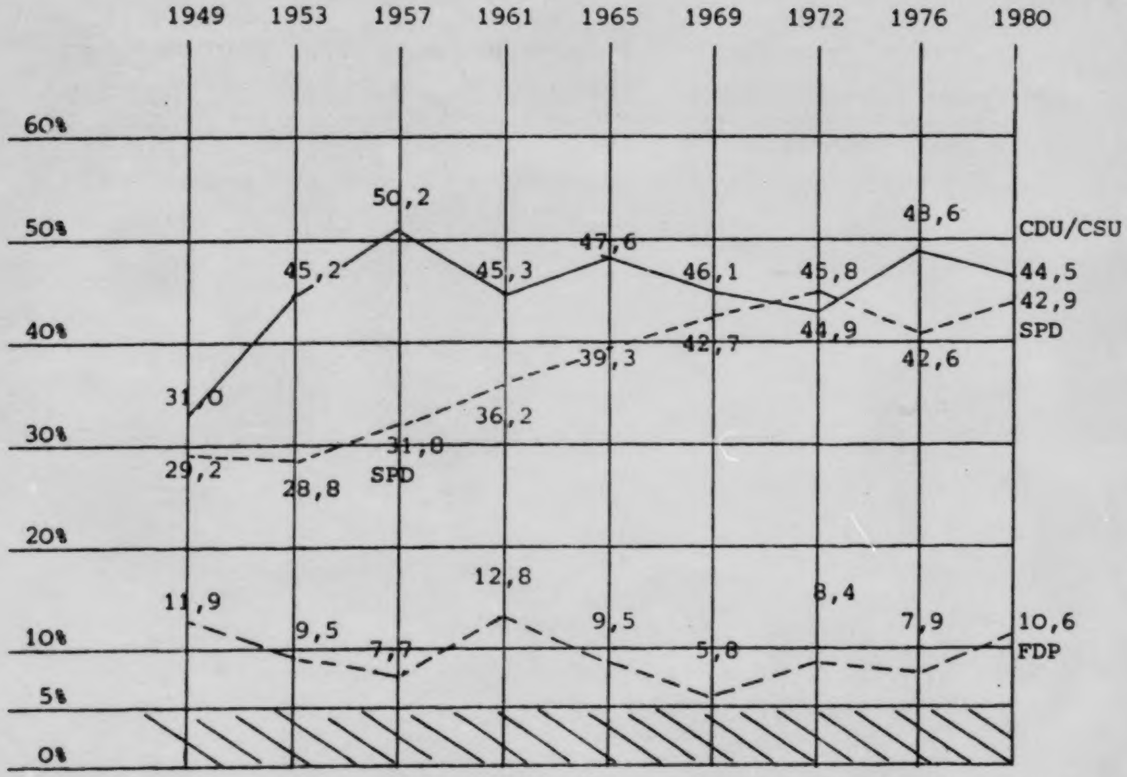
I wish you all a very enjoyable and rewarding week.

- - - - -

FEDERAL REPUBLIC OF GERMANY

Capital:	Bonn
Area:	248,590 sq.km. = 95,550 sq.m.
Population:	61,6 millions

Election Results 1949 - 1980



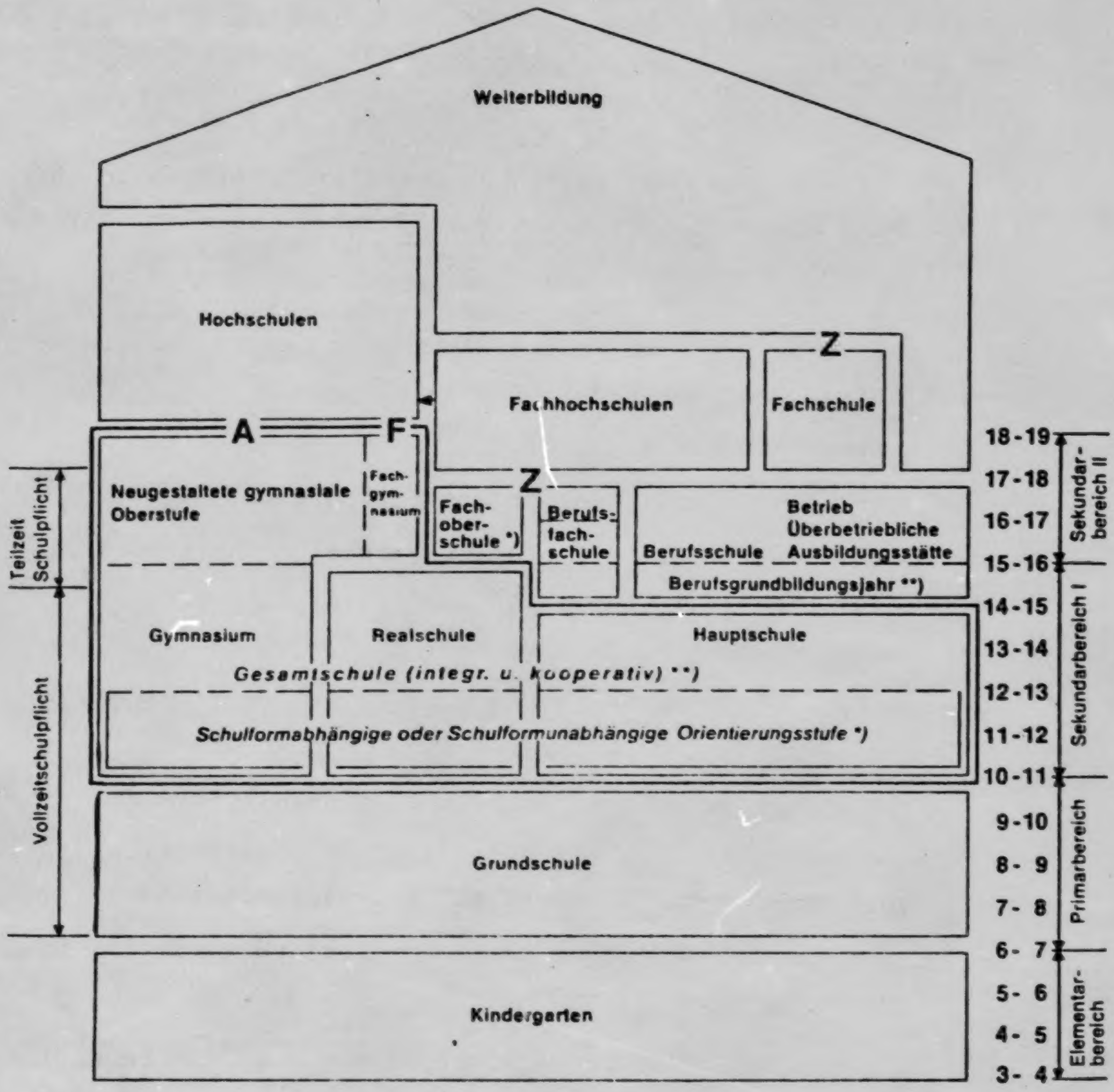
Government Parties	CDU/ CSU FDP DP	CDU/ CSU FDP DP	CDU/ CSU	CDU/ CSU FDP	CDU/ CSU FDP	SPD/ FDP	SPD/ FDP	SPD/ FDP	SPD/ FDP

DP	German Party
CDU	Christian Democratic Union
CSU	Christian Social Union
SPD	Social Democratic Party
FDP	Free Democratic Party

Chancellor Candidates in 1980

Herr Schmidt (SPD) (elected)
Herr Strauss (CSU)

Overview of the Structure of the School System in the Federal Republic of Germany


Weiterbildung
Hochschulen
Fachhochschulen
Fachschule
Z
A
F
Z
Neugestaltete gymnasiale Oberstufe
Fach-gym-nasium
Fach-ober-schule *)
Berufs-fach-schule
Betrieb
Überbetriebliche Ausbildungsstätte
Berufsschule
Berufsgrundbildungsjahr **)
Gymnasium
Realschule
Hauptschule
Gesamtschule (integr. u. kooperativ) **)
Schulformabhängige oder Schulformunabhängige Orientierungsstufe *)
Grundschule
Kindergarten
Teilzeit Schulpflicht
Vollzeitschulpflicht
18-19
17-18
16-17
15-16
14-15
13-14
12-13
11-12
10-11
9-10
8- 9
7- 8
6- 7
5- 6
4- 5
3- 4
Sekundar-bereich II
Sekundarbereich I
Primarbereich
Elementar-bereich

A = allgemeine Hochschulreife
F = fachgebundene Hochschulreife
Z = Fachhochschulreife

*) nicht in allen Bundesländern; z.T. Schulversuche
**) für einen Teil der Schüler bzw. der Auszubildenden; z.T. Schulversuche

Source: Der Bundesminister für Bildung und Wissenschaft :
Bericht der Bundesregierung über die strukturellen
Probleme des föderativen Bildungssystems
BMBW, Bonn. 1978 p. 7.

FEDERAL-STATE RELATIONSHIPS

Kurt Kreuser

1. According to the Constitution, powers are assigned to the States, unless otherwise stated. Education is basically a matter for the States.

2. In the Basis Law, the Federal State has special responsibility for the following:

   a) external cultural politics

   b) regulating educational grants to students

   c) regulating vocational education outside the school

   d) regulating salaries (Teachers' and University lecturers' salaries)

   e) basic regulations relating to civil servants (including teachers and lecturers)

   f) general basic principles of the university system

   g) involvement in the extension and new construction of universities and other tertiary level institutions

   h) Co-operation in educational planning and participation in supporting research

   Items (b), (c), (g), and (h) are assigned to the Federal Ministry for Education and Science.

3. The 11 States (including West Berlin) coordinate their educational policies through the Standing Conference of the Education Ministers of the States (KMK). Each State has one vote and the KMK may only execute decisions by unanimous vote.

4. The Federal State and States Commission for Educational Planning and Promotion of Research (Bund-Länder Kommission für Bildungsplanung und Forschungsförderung) (BLK) has been set up for the overall planning of education throughout the States. It sonsists of 7 representatives from the Federal Government and each State has 1 representative. The BLK is a forum for discussion of all issues relating to questions about the educational systems and promotion of research. Its task above all is to amplify the General Plan for Education (decided upon in 1973) and to work out proposals for financing through the Federal State and the States.

5. Essential reforms are shown in the Gernal Plan
    a) School system: further development of the structure
    b) Tertiary Educational sphere: Reform of Studies
    c) Extension of further education to be a main area of the educational system
    d) integration of foreign children and young people in the German education system
    e) further development of teacher in-service education.

BASIC ADMINISTRATIVE ORGANIZATION OF THE SCHOOL SYSTEM

Friedrich Wilhelm Held

1. The tasks of State Educational Administration 6 areas.

1.1. The Curriculum. The carrying out of instruction.

1.2. The functioning of schools and instruction

1.3. Pupils and Parents Matters

1.4. Organization of schools: Types of schools

1.5. Personnel administration

1.6. Economic and Financial Affairs

2. In most of the States the communities or cities are the financing authorities for schools

3. In the financing of schools it is necessary to distinguish between Materiel and Personnel Costs

3.1. Materiel: School building, teaching equipment transportation, non-education personnel (non-education personnel)
(Local Community responsibility)

3.2. Personell: Teachers (State responsibility)

4. The internal structure of educational administration is not the same in all the states.
(Look at the differences in the diagram)

5. The State takes over the education of teachers in the second phase after they leave university or tertiary institutions

6. Some problems

- Changes in School structure, for example from a vertical oranization to a horizontal "stages" system, reate problems in the structure of educational administration at the Regional and State level, which may still be organized vertically.

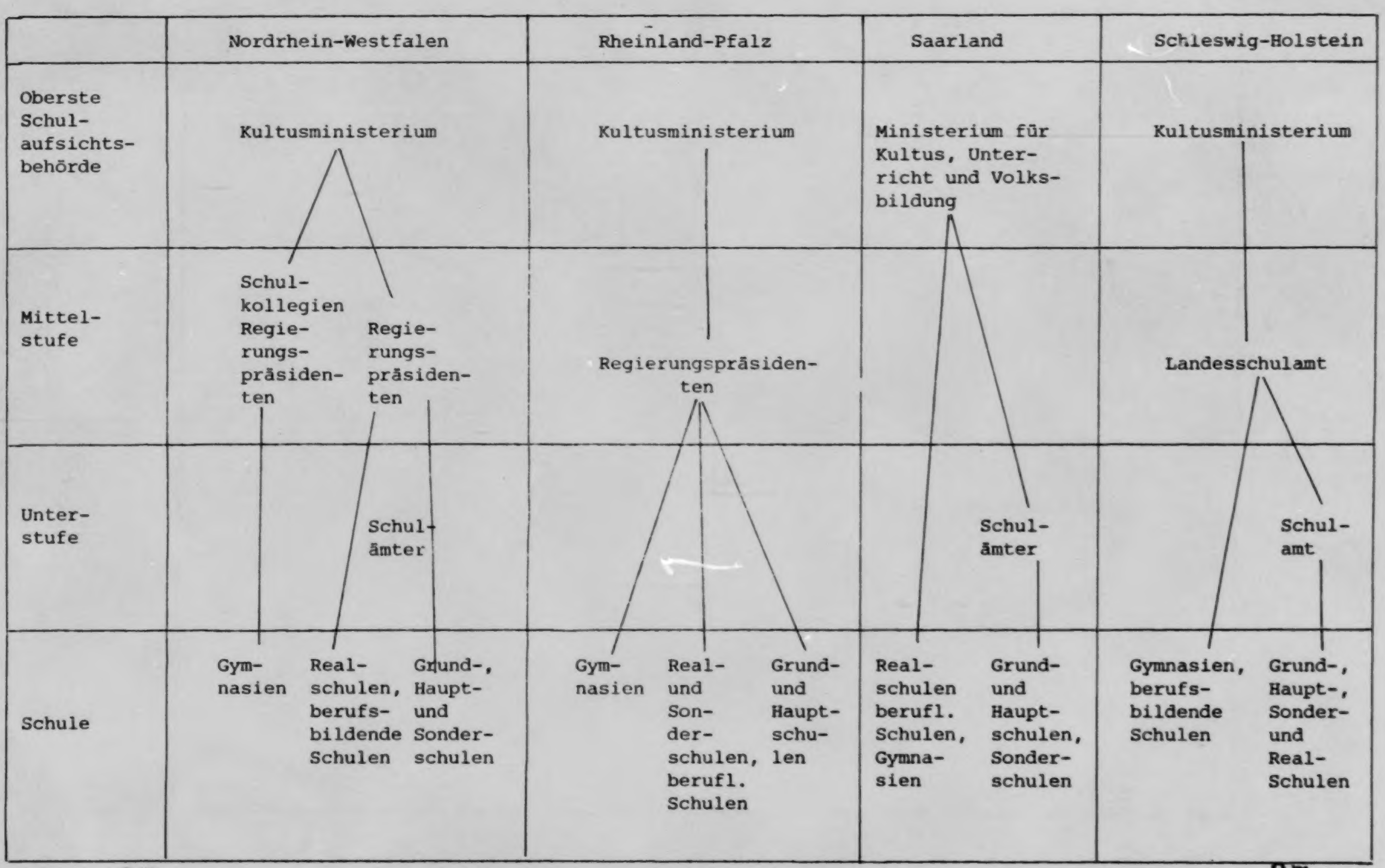
- Administration involves a school-oriented pedagogical component, but also an administrative-technical component (educational laws and regulations) "Teacher"-administrators and "Pure"-administrators (often lawyers) have to work together on administrative measures.

- The division-of-work principle and hierarchically structured school authorities leads to 'compartmentalized', 'partially responsible' decision-making procedures.

- The inspectors have to make formal administrative decisions which sometimes clash with their desired self-concept of being advisors and supporters of the teachers.

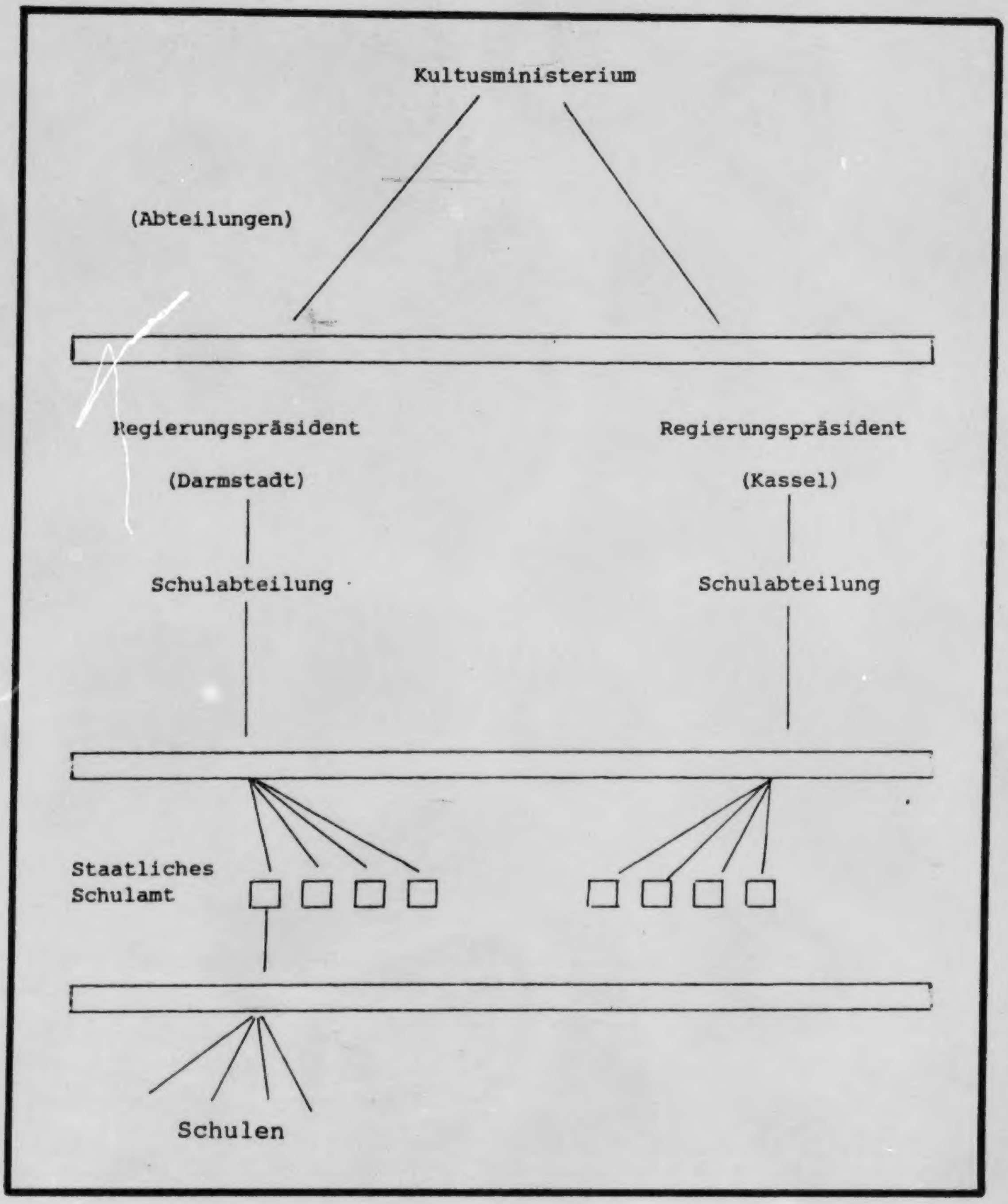
- Tendency for growth in centralized decision-making: orders, regulations, etc.

	Baden-Württemberg	Bayern	Hessen	Niedersachsen
Oberste Schulaufsichtsbehörde	Kultusministerium	Staatsministerium für Unterricht und Kultus	Kultusministerium	Kultusministerium
Mittelstufe	Oberschulämter	Ministerialbeauftragter für die Gymnasien Ministerialbeauftragter für die Realschulen Regierungen	Regierungspräsidenten (Schulabteilung)	Regierungspräsidenten (Präsident der Verwaltungsbezirke)
Unterstufe	Staatl. Schulämter	Schulämter	Schulamt (staatl. Abteilung des Landrats)	Staatliches Schulamt
Schule	Gymnasien, berufl. Schulen Grund-, Haupt-, Real-u. Sonder-Schulen	Gymnasien Realschulen Sonderschulen, Berufsschulen Grund-, Hauptschulen	Berufsschulen Gymnasien Grund- Haupt-, Real-und Sonderschulen	Grundschulen, Hauptschulen, berufl. Schulen, Gymnasien, Realschulen, Sonderschulen

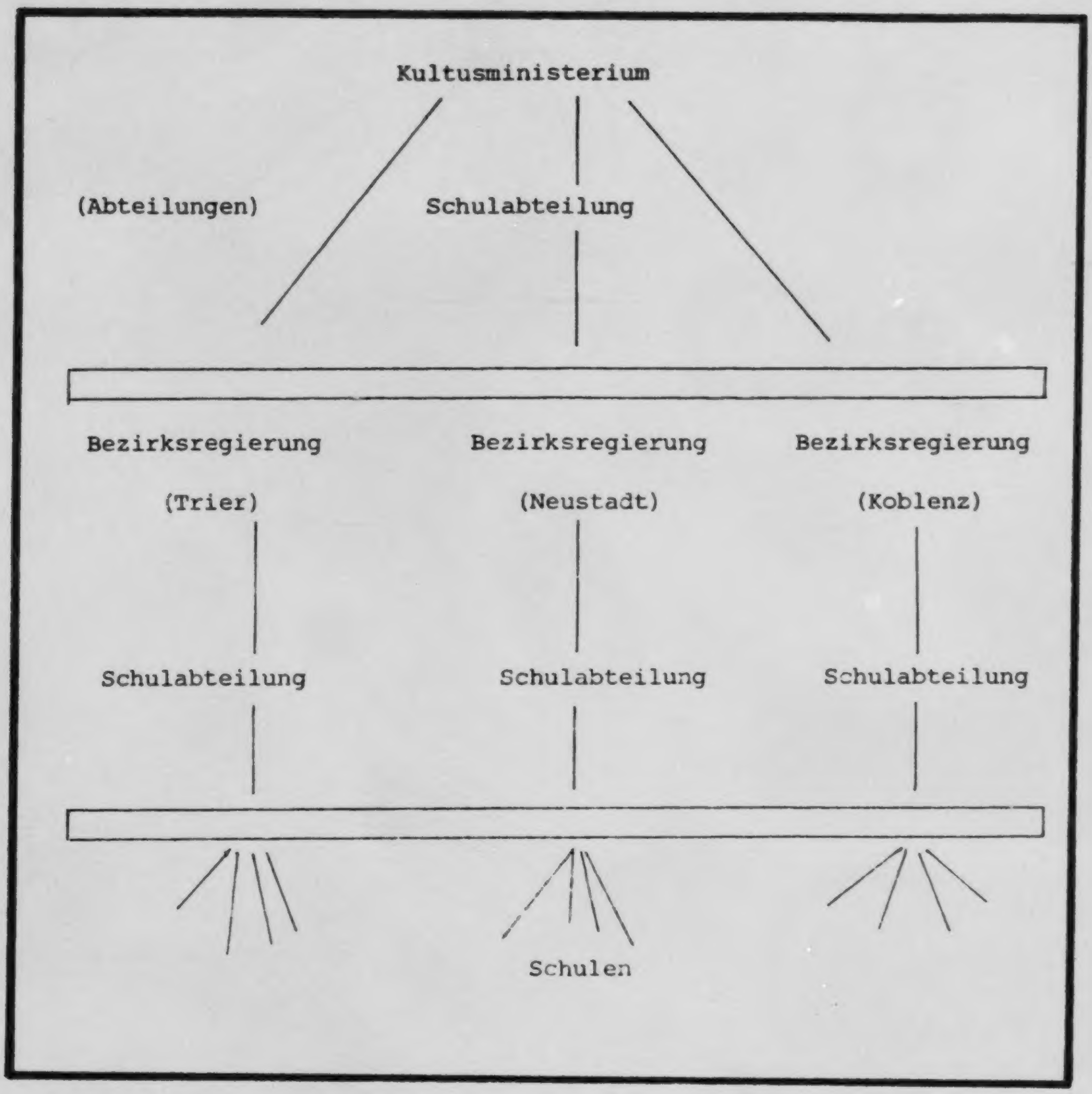


	Nordrhein-Westfalen	Rheinland-Pfalz	Saarland	Schleswig-Holstein
Oberste Schulaufsichtsbehörde	Kultusministerium	Kultusministerium	Ministerium für Kultus, Unterricht und Volksbildung	Kultusministerium
Mittelstufe	Schulkollegien Regierungspräsidenten Regierungspräsidenten	Regierungspräsidenten		Landesschulamt
Unterstufe	Schulämter		Schulämter	Schulamt
Schule	Gymnasien Realschulen, berufsbildende Schulen Grund-, Haupt- und Sonderschulen	Gymnasien Real- und Sonderschulen, berufl. Schulen Grund- und Hauptschulen	Realschulen berufl. Schulen, Gymnasien Grund- und Hauptschulen, Sonderschulen	Gymnasien, berufsbildende Schulen Grund-, Haupt-, Sonder- und Real-Schulen

HESSEN


Kultusministerium
(Abteilungen)
Regierungspräsident
(Darmstadt)
Schulabteilung
Regierungspräsident
(Kassel)
Schulabteilung
Staatliches
Schulamt
Schulen

RHEINLAND - PFALZ


Kultusministerium
(Abteilungen)
Schulabteilung
Bezirksregierung
(Trier)
Bezirksregierung
(Neustadt)
Bezirksregierung
(Koblenz)
Schulabteilung
Schulabteilung
Schulabteilung
Schulen

PART II

STUDY FOUR

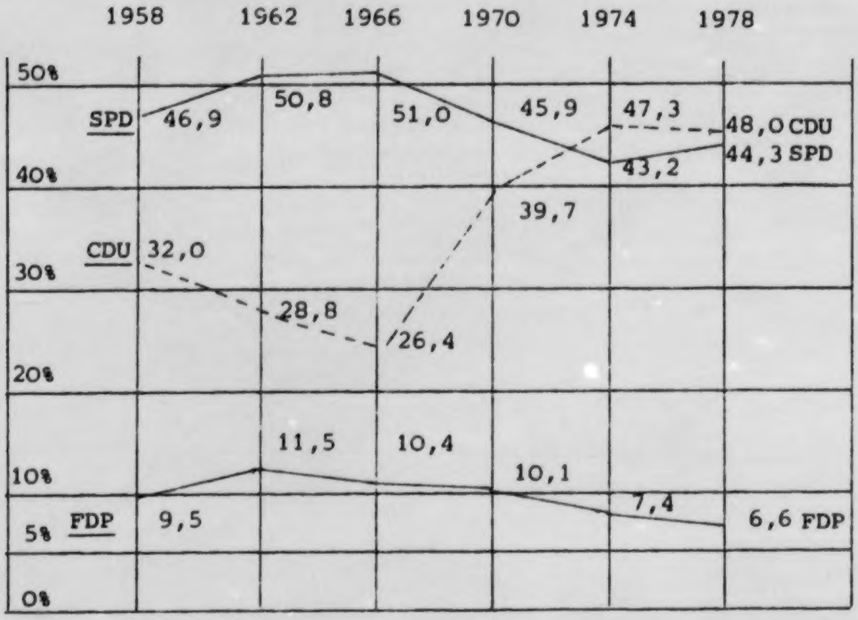
HESSE

HESSE

Capital : Wiesbaden
Area : 21,112 sq.km. = 8,114 sq.miles
Population : 5.5 millions
Religion : 60.5% Evangelical/Lutheran/Protestant
32.8% Roman Catholic
6.7% Other

Prime Minister : Holger Börner (SPD)
Minister of Education : Hans Krollman (SPD)

Election Results in Hesse 1958 - 1978



Latest State Election: 8th October 1978

Government Parties	:	Social Democratic Party of Germany	(50 Seats)
		Free Democratic Party	(7 Seats)
Other Party	:	Christian Democratic Union	(53 Seats)

Note: In order to have representation in parliament a party must gain at least 5% of the votes.

The administration of schools in Hesse

There are 3 levels of administration of schools in Hesse.

Superior level	Ministry of Education, Wiesbaden	Kultusministerium
Middle level	Regional Government Schools Office (2 regions are administered from Darmstadt and Kassel; in future, 3: additionally, Giessen)	Regierungspräsidium
Lower level	District Schools Office	Staatliches Schulamt

All types of school are administered by their separate inspectors from the lower (district) level. The district schools office is an innovation first introduced State-wide in Hesse in 1980 and it is a department of the district government authorities.

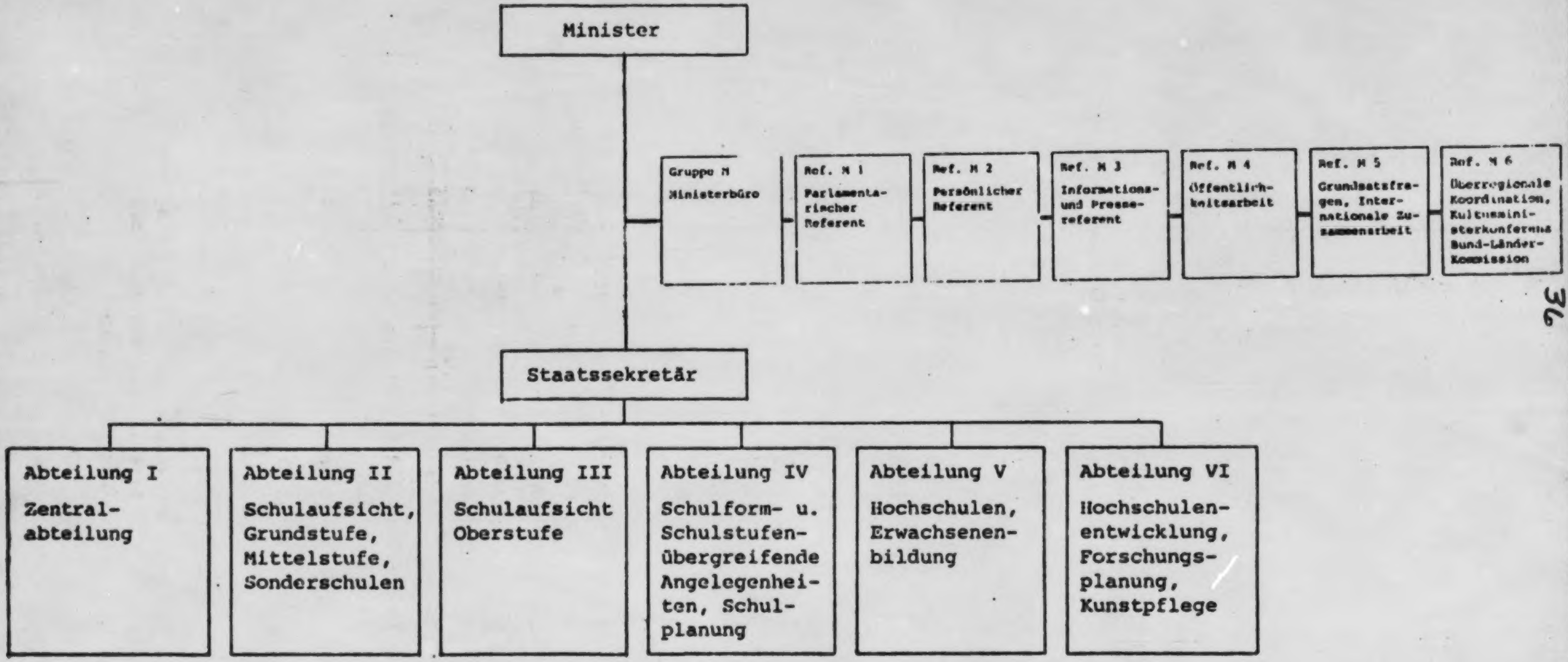
Statistics on schools in Hesse 1979

School Stage or Type	Schools	Pupils	Teachers
Primary and Common Secondary (Hauptschule)	1,309	443,019	19,340
Non-academic secondary (Realschule)	163	105,116	4,760
Special/Handicapped (Sonderschule)	252	29,251	2,828
Grammar (Gymnasium)	150	189,793	10,611
Integrated comprehensive	66	78,953[1]	3,099
Additive comprehensive	103	129,787[1]	--
Schools for general education (Total)	2,043	818,841[2]	40,638
Vocational schools and colleges			
Berufsschulen	112	158,594	3,136
Berufsaufbauschulen (full-time)	23	693	24
Berufsaufbauschulen (part-time)	4	100	-
Berufsfachschulen	120	22,685	1,448
Fachschulen (full-time)	62	5,628	330
Fachschulen (part-time)	12	518	13
Fachoberschulen	70	6,049	348
Berufliche Gymnasien	33	5,957	499
Vocational Schools and colleges (Total)	436	200,224	5,789
TOTAL	2,479	1,019,065	46,436

[1] Some double-counting due to being counted in the conventional school types, where these streams exist within the comprehensive system.

[2] Double-counted excluded

Organisationsplan des Kultusministeriums Hessen


Minister
Gruppe M Ministerbüro
Ref. M 1 Parlamentarischer Referent
Ref. M 2 Persönlicher Referent
Ref. M 3 Informations- und Pressereferent
Ref. M 4 Öffentlichkeitsarbeit
Ref. M 5 Grundsatzfragen, Internationale Zusammenarbeit
Ref. M 6 Überregionale Koordination, Kultusministerkonferenz Bund-Länder-Kommission
Staatssekretär
Abteilung I Zentralabteilung
Abteilung II Schulaufsicht, Grundstufe, Mittelstufe, Sonderschulen
Abteilung III Schulaufsicht Oberstufe
Abteilung IV Schulform- u. Schulstufenübergreifende Angelegenheiten, Schulplanung
Abteilung V Hochschulen, Erwachsenenbildung
Abteilung VI Hochschulenentwicklung, Forschungsplanung, Kunstpflege

PRIORITIES IN EDUCATIONAL POLICY IN HESSE

Staatsminister Hans Krollmann,
Minister of Education in Hesse

I am very pleased to have the opportunity of addressing you at the end of your orientation seminar in Germany.

It has been the aim of this seminar to familiarise participants with the educational system in the Federal Republic of Germany. For this purpose you have selected a highly typical region. There are people who even speak of the Rhine as a "cultural boundary" between the States of Hesse and Rhineland-Palatinate. I personally feel that, seen from a European perspective, such as that represented by your Forum, the differences separating a state governed by the Social and Free Democrats from a state governed by the Christian Democrats tend to lose some of their significance. In my role as Minister of Education I can only benefit from an occasion to detach myself from daily routine work and see things with European eyes.

There are factors affecting all of us, amongst them for instance economic and financial constraints, demographic developments, as well as the handicap imposed upon us by our national history - the latter still being of prime significance for German political life. Let me quote an example to illustrate this. A German head of state once defined our interest in education in the following manner: "The main task of the school will be to create a basis for a sound understanding of political and social conditions by cultivating the fear of God and love of the fatherland." This was Kaiser Wilhelm II. For him this aim entailed an obvious political application: namely, the school "must strive to implant even in the young the conviction that the teachings of Social Democracy not only violate the divine commandments and Christian morality but also lead to corruption". Such were the simplistic and false views held in the so-called "intact world" of those days. We are all familiar with the diastrous consequences that followed. Historical experience of this kind has - to a degree unknown to almost any other country - severed our pedagogical tradition.

It is this experience which makes for great reserve on the part of the State when it comes to defining and prescribing educational aims. And rightly so. For an open society a pluralist state, in which differing views are, after all, not an expression of a lack of order, can and must do without a self-contained and unchangeable edifice of norms governing the aims of education. There are many who find it hard to tolerate such openness. Many others are filled with fear. All of us will still have to learn to live with the opportunities opened up by pluralism. I would hope that this liberal pluralism may be amongst the impressions you have gained with us.

Nevertheless, even a pluralist society cannot survive without a basic set of certainties and guidelines. Our constitution, which requires us to practice tolerance and consideration towards all men - towards all people of differing convictions, attitudes and character - our constitution is openly radical as regards this point and does not admit restrictive distinctions which we are still inclined to make: between ourselves and people from other countries, between the healthy and the handicapped, between the gifted and the allegedly ungifted. If, in addition, we judge the everyday routine of our educational system by the other fundamental norms laid down by our constitution, it will soon become clear how many half-hearted and provisional arrangements will still have to be overcome by reform in order to do justice to the ambitious demands made on us by our Basic Law.

How, for instance, does the right to free development of one's personality tally with an early grouping of our children into different categories and allocating them to different types of schools at a point in their lives when they have not yet reached maturity? Is the demand for equal rights for all, a demand laid down by the constitution and, after all, prescribing equal chances and active support for the weaker members of our society - is this demand really being satisfied by our three-partite competitive school?

Are we really doing enough for the children of fellow-citizens from other countries, or are we not still discriminating against them for reasons of race, language, and nationality?

I do not wish to prolong this list of questions. For all of us concerned with education they represent an incentive not to be satisfied too soon with what has been achieved so far. Our constitution also lays down guidelines for how to conduct our school. A responsible citizen can never be the product of a system of education in which he is not tought to take on responsibilites; nor can he be produced by teachers who themselves are being kept in a state of political immaturity. Insecure teachers are unable to educate their pupils to independence of thought and judgment. I am saying this because it has become customary today to blame teachers when things go wrong - a temptation occasionally also succumbed to by politicians.

Let me take up the thread where I spoke of factors beyond the federalist structure affecting educational policy today. I should like to mention two concrete matters within this context:

- problems arising from the decrease in pupil numbers, and
- the educational and vocational integration of foreign children and young people.

Either we will have to accept classes comprising different age groups possibly even taught in several subjects by only one teacher, or children might have to put up with a longer way to a larger *Grundschule* with better, educational provisions. In such cases of conflicting interests, it is my endeavour to find the right solution, in co-operation with the parents, to meet the interests of children. It is already clear to me that we will be unable to satisfy everybody. One thing, however, can be stated with certainty: working conditions in *Grundschulen* will continue to improve. At the beginning of the school-year, the teacher-pupil ratio was lowered to 25:1. Even last year, nearly 40 % of classes in the *Grundschule* did not exceed 25 pupils. Only 19 % exceeded 30. I am working on the assumption that by 1985 we will have achieved an average class size of 25, which in turn means that teaching and learning can be further individualised.

The problems posed by the decline in pupil numbers are greater still at secondary level, where it is even more difficult to provide all types of schools for all pupils in all parts of Hesse without making their way to school unacceptably long.

The large age-groups born between 1961 and 1968 have now reached to middle and upper levels of our schools and will soon be looking for university places and jobs. At the same time the number of pupils attending the *Grundschule* will drop from nearly 360,000 in 1973/74 to roughly 200,000 in 1985/86. Similarly, the number of pupils attending the middle level, i.e. classes 5 to 10, will drop from the present 460,000 to roughly 330,000. This development of the one hand creates the precondition for forming smaller classes, a demand rightly made by parents and teachers alike for many years. On the other hand, we do not infrequently find that small *Grundschulen* in rural areas are threatened in their existence, and that *Hauptschulen* in urban as well as rural areas are suffering from an increasing decline in student numbers.

We are trying our best to provide within our staffing and educational possibilites, an adequate number of sufficiently structured Grundschulen situated as closely as possible to children's homes. But decisions can be difficult in individual cases.

It has become clear that in this respect the Gesamtschule is much more flexible and modern a teaching institution, which can cope much more efficiently with problems of declining birth-rates than the traditional tri-partite system. For anyone approaching the problem unbiassed, it is obvious that with declining pupil numbers it is almost impossible to keep alive a well-functioning Hauptschule, Realschule and Gymnasium side by side. A comprehensive school, however, where all children of one particular age-group come together, is not threatened in its existence if pupil numbers drop. Under one roof it offers a varied and comprehensive educational programme.

A few further observations, concerning the problem of children of foreign nationality. The educational and vocational integration of these young people has frequently been described as a social "time bomb". I must accept this comparison at least as regards the explosive nature of the problem. In 1985/86 the number of foreign pupils will rise to ca. 74,000 as compared to 53,000 last year. Even today, there are some conurbation areas with schools whose foreign pupil population exceeds 80 %. If these children are to have the same social and educational opportunites as their German contemporaries, integration will have to take place at all levels, from Kindergarten to job opportunities. Problems arising in connection with foreign children are common to all European countries. Last year, the state of Hesse set aside funds from the European Community for clearly defined projects in this field. Thus we were able to appoint 60 additional teachers to schools with a high percentage of foreign pupils and to run intensive remedial courses to alleviate linguistic difficulties encountered by school beginners.

It is my conviction that at the European level familiarity with each other's problems and attempted solutions will decisively contribute to a successful mastering of tasks facing us in the future. It is in this spirit that I thank you for the interest you have shown and wish you every success for your future work.

REGIERUNGSPRÄSIDIUM DARMSTADT

DER REGIERUNGSPRÄSIDENT
Behördenleiter

DER REGIERUNGSPRÄSIDENT
Stellvertr. Behördenleiter

Pressestelle
- Pr. 1 Öffentlichkeitsarbeit
- Pr. 2 Bürgerangelegenheiten

- **Abteilung I** Organisation und Personal
- **Abteilung II** Kommunalaufsicht und Sozialwesen
- **Abteilung III** Öffentliche Sicherheit u. Hoheitsverwaltung
- **Abteilung IV** Wirtschaft und Verkehr
- **Abteilung V** Bau-und Wasserangelegenheiten
- **Abteilung VI** Kultus
- **Abteilung VIII** Wiedergutmachung

Abteilung VI - Kultus

Arbeitsgruppen Schulstufen u. Schulformen
Lehrkräfte
Lehrerbildung
VI AG - Verwaltungsaufgaben

- VI 1
  Schulverwaltungs-, Grundsatz- u. Kultusangelegenheiten
- VI 2
  Allg. Schulverwaltung, Schulpflicht, Erziehungsbeih., nebenamtl.- u. nebenberufl. Unterricht, Mehrarbeit
- VI 3
  Schulbau- und Schulorganisation
- VI 4 SAB I
  Verwaltungs- und Personalangelegenheiten
- VI 5 SAB I
  Fach- u. Dienstaufsicht Grund-, Haupt-, Real-, Sonder- und Gesamtschulen
- VI 6 SAB I
  Fach- und Dienstaufsicht Gymnasien und Gesamtschulen
- VI 7 SAB I
  Fach- und Dienstaufsicht berufl. Schulen
- VI 8 SAB II
  Verwaltungs- und Personalangelegenheiten
- VI 9 SAB II
  Fach- und Dienstaufsicht Grund-, Haupt-, Real-, Sonder- und Gesamtschulen
- VI 10 SAB II
  Fach- und Dienstaufsicht Gymnasien und Gesamtschulen
- VI 11 SAB II
  Fach- und Dienstaufsicht berufl. Schulen
- VI 12 SAB III
  Verwaltungs- und Personalangelegenheiten, Schülerbeförderung
- VI 13 SAB III
  Fach- und Dienstaufsicht Grund-, Haupt-, Real-, Sonder- und Gesamtschulen
- VI 14 SAB III
  Fach- u. Dienstaufsicht Gymnasien und Gesamtschulen
- VI 15 SAB III
  Fach- u. Dienstaufsicht berufl. Schulen
- VI 16 SAB IV
  Verwaltungs- und Personalangelegenheiten
- VI 17 SAB IV
  Fach- und Dienstaufsicht Grund-, Haupt-, Real-, Sonder- u. Gesamtschulen
- VI 18 SAB IV
  Fach- und Dienstaufsicht Gymnasien und Gesamtschulen
- VI 19 SAB IV
  Fach- und Dienstaufsicht berufl. Schulen
- VI 20 SAB V
  Verwaltungs- und Personalangelegenheiten
- VI 21 SAB V
  Fach- und Dienstaufsicht Grund-, Haupt-, Real-, Sonder- und Gesamtschulen
- VI 22 SAB V
  Fach- und Dienstaufsicht Gymnasien und Gesamtschulen
- VI 23 SAB V
  Fach- und Dienstaufsicht berufl. Schulen
- VI 24 SAB VI
  Verwaltungs- und Personalangelegenheiten
- VI 25 SAB VI
  Fach- und Dienstaufsicht Grund-, Haupt-, Real-, Sonder- und Gesamtschulen
- VI 26 SAB VI
  Fach- und Dienstaufsicht Gymnasien und Gesamtschulen
- VI 27 SAB VI
  Fach- und Dienstaufsicht berufl. Schulen

INFORMATION ABOUT THE AUTHORITY "DER REGIERUNGSPRÄSIDENT IN DARMSTADT"

"Der Regierungspräsident in Darmstadt" is a Supervisory and Administrative Authority. (There are two such authorities in Hesse - "Darmstadt" and "Kassel". A third is proposed: "Giessen".) Its head is Herr Regierungspräsident Dr. Wierscher; his deputy is Herr Regierungsvizepräsident Bach. Essentially, the duties of the authority are to implement the resolutions of the State parliament and the decisions of the State government together with the different Ministries of the State of Hessen as well as with the Chairmen of Local Councils and Mayors. In this connection the authority exercises a supervisory function over the Chairmen of the Rural Local Councils and the Mayors of the towns.

The "Regierungspräsident in Darmstadt" is organized in departments:

Dept I	Organization and Personnel
Dept II	Supervision of the Municipalities and Districts
Dept III	Public Security, Social Security and Nationality matters
Dept IV	Commerce and Transport
Dept V	Construction and Water Supply
Dept VI	Education and Culture
Dept VIII	Compensation, Reparations

The Department for Schools exercises "Higher Supervision" in both Civil Service and Subject-Area Supervision over the following:

- 18 District School Offices (Staatliches Schulamt); thereby indirectly over all public and private schools in each district.
- the schools which are directly accountable to the Regierungspräsident
- the Subject-Area and Study Seminars

Moreover, legal supervision is exercised over the School Urban and Rural District School Financing Authorities (These are separate from the education authorities). (Schulträger) (Note: The Ministry of Edcuation exercies "Superior Supervision")

The main duties of the Schools Department are:

Personnel administration	for about 33,000 teaching staff and 4,000 probationary teachers

- Appointing and Releasing
- Promoting
- Carrying out disciplinary procedures

Personnel Control

- Concurrence/cooperation in the ascertainment of the need for teachers on behalf of the schools and the District Schools Offices (Staatliches Schulamt)
- Distribution of positions to the District School Offices (Staatliches Schulamt) according to the Ministry's quota system
- Allocation of the teachers to be appointed to the District Schools Offices (Staatliches Schulamt) according to the subject-area needs of the schools
- The transfer of teachers
  - over the borders of District Schools Offices

  - between the two regions in Hesse ("Darmstadt" and "Kassel")
  - to and from other States in the Federal Republic of Germany
- Appointment of persons to positions of authority (for example, principals, heads of schools, inspectors)
  - in the District School Offices (Staatliches Schulamt)
  - in the schools
  - to the Subject- and Study Seminars (Studienseminar)
- Commissioning of Subject Advisors based in the District Schools Offices
- Cooperation and Concurrence in matters of
  - School Building (construction)
  - School organization
  - Development of Schools (Planning and erection of schools) in the areas of the urban und rural School Financing Authorities (Schulträger) (Note: these are separate from the Education Authorities)
- Approval of proposals by the School Financing Authorities for pupil transportation
- Formation and Development of school liaison systems (Verbundsystem) (comprehensive school with its feeder primary schools, or a "set" of Grammar, Semi-academic and Common schools with each other and their feeder primary schools)
- Concurrence in the planning of school experimental projects as well as surveillance of those projects
- Expansion of the school psychological service

- Chairing of the 2nd Staatsprüfungen (the second State examinations for probationary teachers at the end of their probationary period) and commissioning inspectors of the District Schools Offices with the chairmanship
- Chairmanship of pupils' examinations - alternatively commissioning chairmen- and selection of examination content
- Carrying out of the "Practicum" for student-teachers from the university
- International pupil exchanges and meetings
- Exchange of teachers

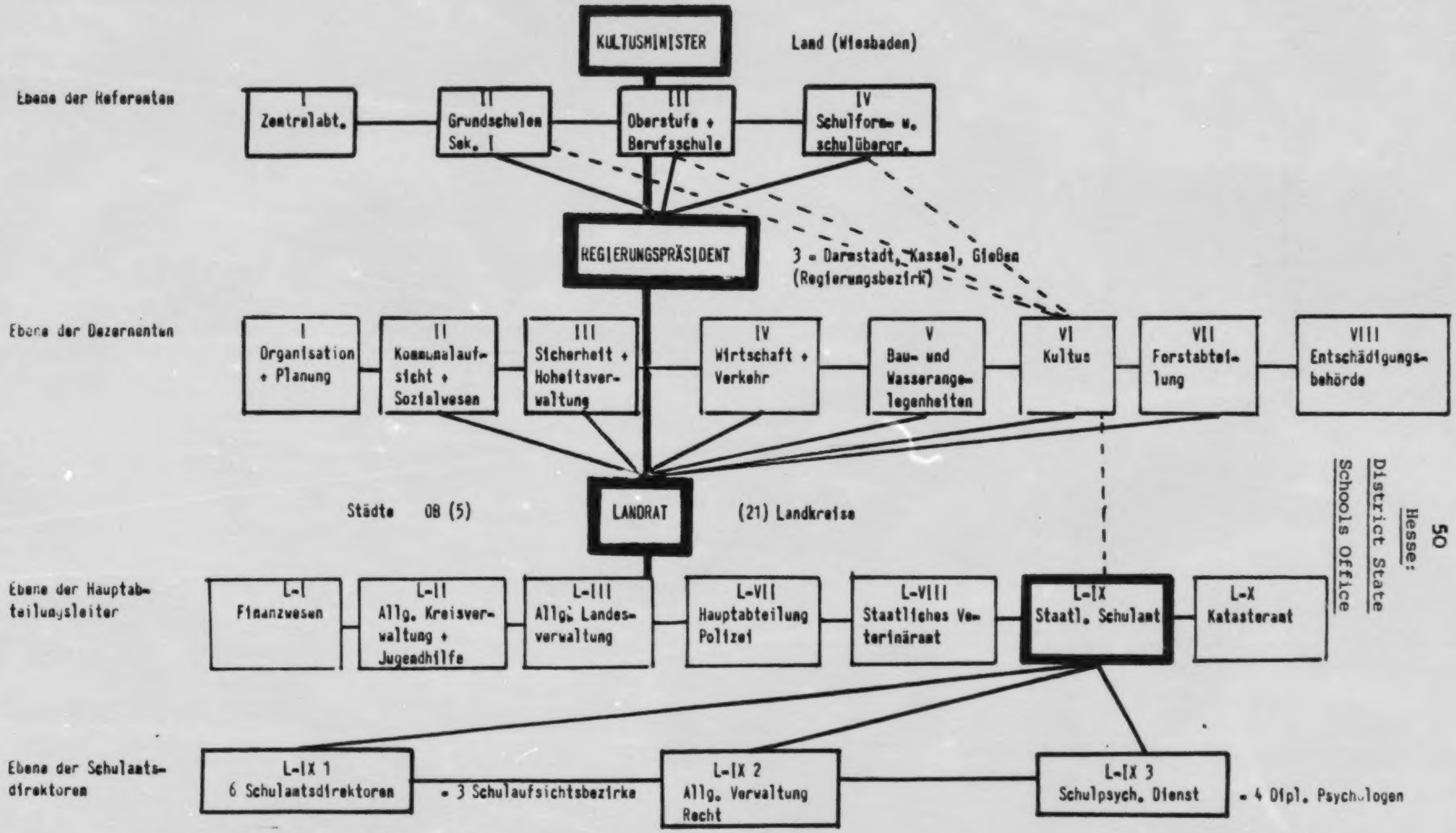
In order to ensure the utmost uniformity in the development of schools and of what is offered by schools in the region, it is necessary to cope with manifold coordination problems, as for example:

- "Equivalence"-problems relating to the uniform application of examination regulations
- "Equivalence"-problems relating to the evaluation criteria for the assessment of pupils and teachers
- In curricular work of the schools in the several District School Office areas
- In the training curricula in the Subject- and Study Seminars (Studienseminar)
- In the development of the offerings in the regional centres for the In-Service Training of Teachers (cf. Jugenheim)

The "Darmstadt" region - one of two in Hesse, the other is "Kassel" - is divided up into 6 supervision areas.
For each region there is an administrative officer and usually about 3 or 4 schools officers from each school type.

(The establishment of the projected third "Regierungspräsident" region - Giessen - will obviously have consequences for the personnel and regional organization consequences for the region "Darmstadt").

In decisions about personnel matters the Regional Personnel Council of Teachers is involved in many cases.
This body is composed of 25 members and 1 representative for the handicapped.


KULTUSMINISTER
Land (Wiesbaden)
Ebene der Referenten
I Zentralabt.
II Grundschulen Sek. I
III Oberstufe + Berufsschule
IV Schulform- u. schulübergr.
REGIERUNGSPRÄSIDENT
3 = Darmstadt, Kassel, Gießen (Regierungsbezirk)
Ebene der Dezernenten
I Organisation + Planung
II Kommunalaufsicht + Sozialwesen
III Sicherheit + Hoheitsverwaltung
IV Wirtschaft + Verkehr
V Bau- und Wasserangelegenheiten
VI Kultus
VII Forstabteilung
VIII Entschädigungsbehörde
Städte OB (5)
LANDRAT
(21) Landkreise
Ebene der Hauptabteilungsleiter
L-I Finanzwesen
L-II Allg. Kreisverwaltung + Jugendhilfe
L-III Allg. Landesverwaltung
L-VII Hauptabteilung Polizei
L-VIII Staatliches Veterinäramt
L-IX Staatl. Schulamt
L-X Katasteramt
Ebene der Schulamtsdirektoren
L-IX 1 6 Schulamtsdirektoren
= 3 Schulaufsichtsbezirke
L-IX 2 Allg. Verwaltung Recht
L-IX 3 Schulpsych. Dienst
= 4 Dipl. Psychologen

50

Hesse:
District State
Schools Office

L-IX	Schulen	Lehrer	Schüler
1a	8 Gymnasien	431	9242
● 1b	3 Berufliche Schulen	176	4470 Teilz. 1399 Vollz.
1c	22 GHRS *)	288	6610
1d	24 GHRS	328	7111
1e	24 GHRS	304	6544
▲ 1f	6 Gesamtsch. (3 dav. Sek II)	374	7266

*) Grund-, Haupt-, Real- und Sonderschulen

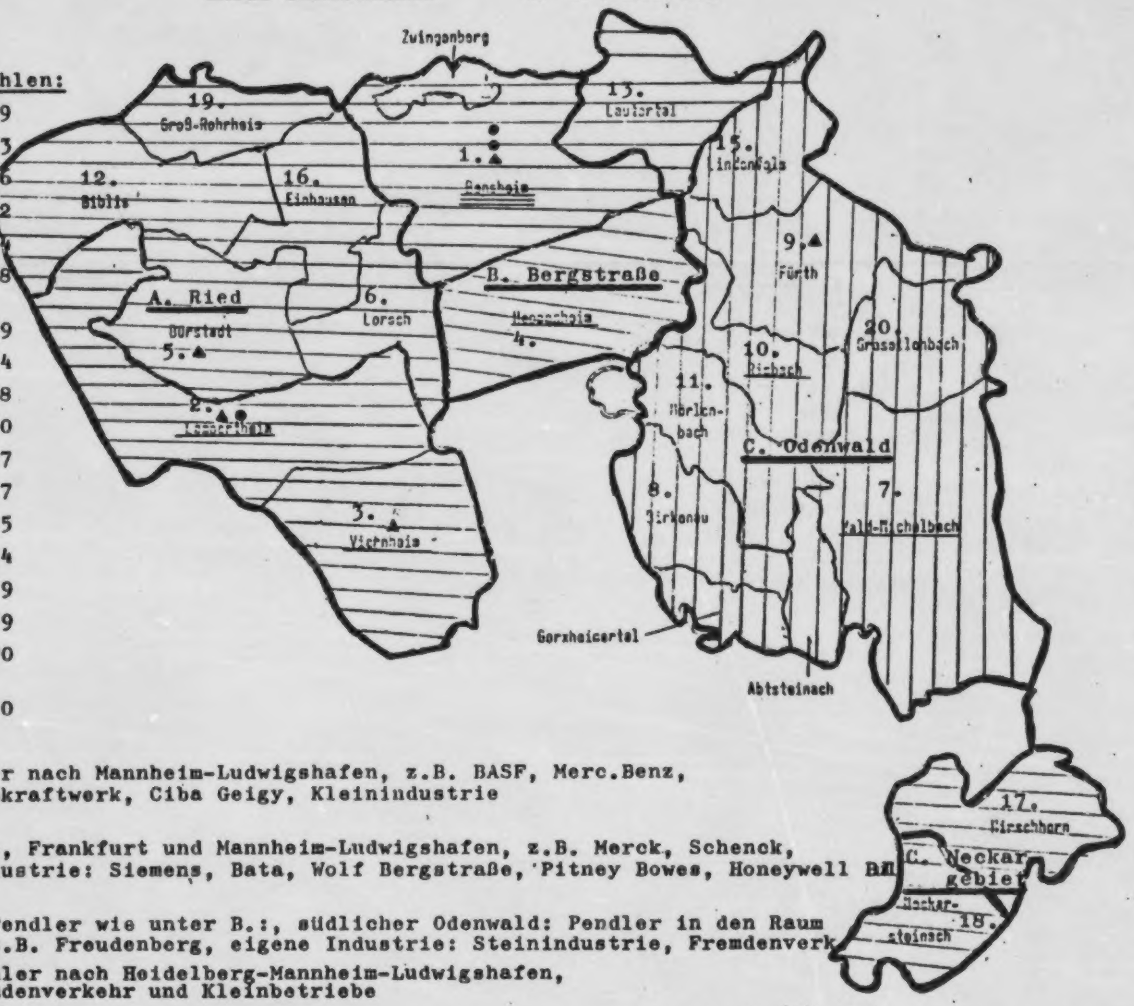
1 Jurist
3 Beamte
8 Angestellte
verwaltet werden insgesamt:
1901 Lehrer und
42642 Schüler

	Schulen	Schüler
L-IX 3a	21	ca. 10.650
3b	21	ca. 10.650
3c	21	ca. 10.650
3d	20	ca. 10.650

KREIS BERGSTRASSE M 1 : 200 000

Erläuterungen:

	Ew-Zahlen:
1. Bensheim	32.969
2. Lampertheim	31.363
3. Viernheim	29.676
4. Heppenheim	23.992
5. Bürstadt	14.194
6. Lorsch	10.718
7. Wald-Michelbach	10.679
8. Birkenau	9.964
9. Fürth	9.358
10. Rimbach	8.090
11. Mörlenbach	8.207
12. Biblis	7.987
13. Lautertal	6.885
14. Zwingenberg	5.044
15. Lindenfels	4.779
16. Einhausen	4.779
17. Hirschhorn	3.990
18. Neckarsteinach	3.840


Zwingenberg
19. Groß-Rohrheim
13. Lautertal
1. Bensheim
12. Biblis
16. Einhausen
15. Lindenfels
9. Fürth
B. Bergstraße
A. Ried
Bürstadt
5.
6. Lorsch
Heppenheim
4.
20. Grasellenbach
10. Rimbach
11. Mörlenbach
2. Lampertheim
C. Odenwald
8. Birkenau
7. Wald-Michelbach
3. Viernheim
Gorxheimertal
Abtsteinach
17. Hirschhorn
C. Neckargebiet
Neckarsteinach
18.

A.: Ried
In erster Linie Pendler nach Mannheim-Ludwigshafen, z.B. BASF, Merc.Benz, eigene Industrie: Atomkraftwerk, Ciba Geigy, Kleinindustrie

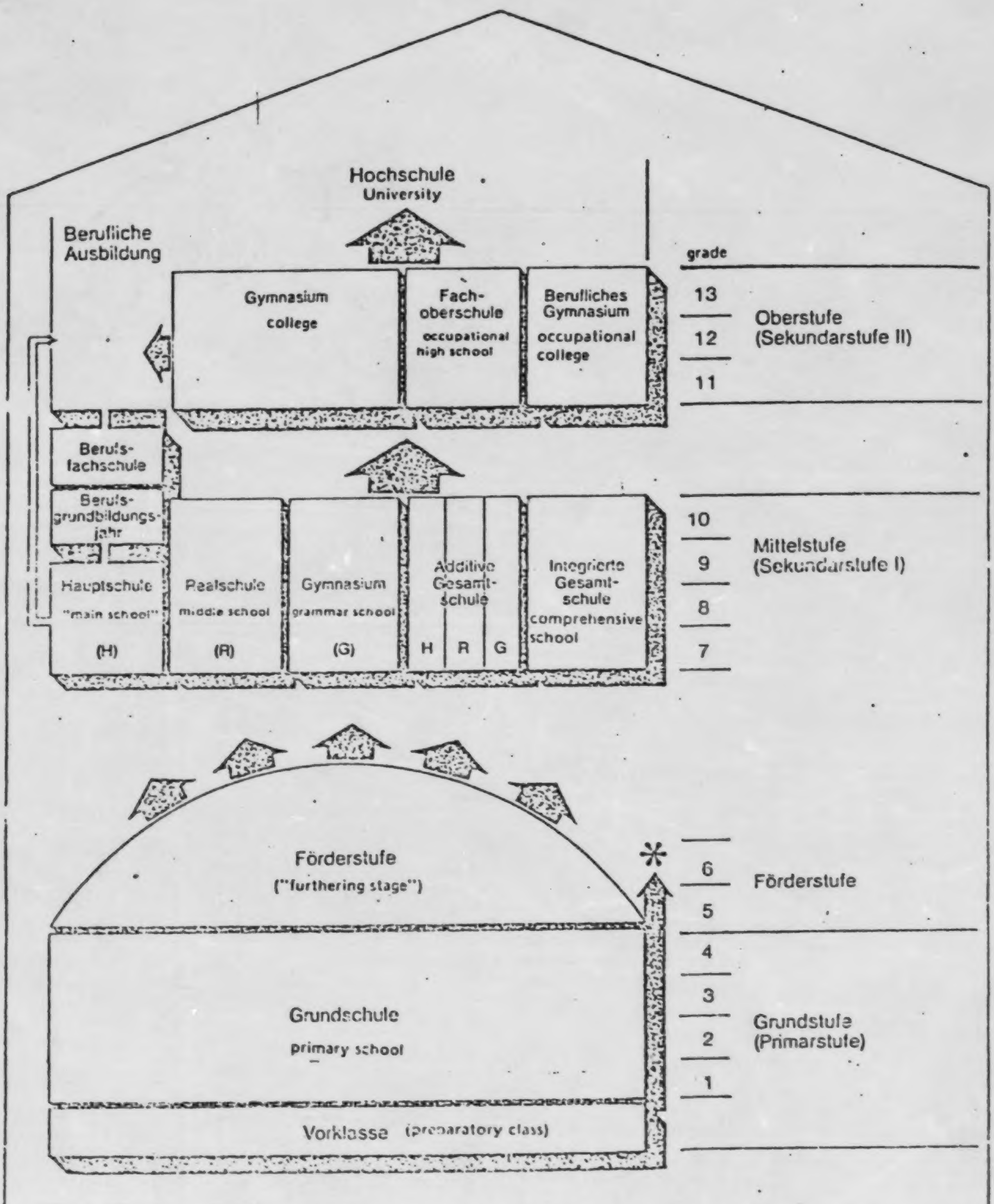
B.: Bergstraße
Pendler nach Darmstadt, Frankfurt und Mannheim-Ludwigshafen, z.B. Merck, Schenck, Bundesbahn, eigene Industrie: Siemens, Bata, Wolf Bergstraße, Pitney Bowes, Honeywell B

C.: Odenwald
nördlicher Odenwald: Pendler wie unter B.:, südlicher Odenwald: Pendler in den Raum Heidelberg-Weinheim, z.B. Freudenberg, eigene Industrie: Steinindustrie, Fremdenverk

D.: Neckargebiet Pendler nach Heidelberg-Mannheim-Ludwigshafen, eigene Industrie: Fremdenverkehr und Kleinbetriebe

District State
Schools Office
Region

Structure of the School System in Hesse


Hochschule
University
Berufliche Ausbildung
Gymnasium
college
Fach-oberschule
occupational high school
Berufliches Gymnasium
occupational college
grade
13
12
11
Oberstufe (Sekundarstufe II)
Berufs-fachschule
Berufs-grundbildungs-jahr
Hauptschule
"main school"
(H)
Realschule
middle school
(R)
Gymnasium
grammar school
(G)
Additive Gesamt-schule
H
R
G
Integrierte Gesamt-schule
comprehensive school
10
9
8
7
Mittelstufe (Sekundarstufe I)
Förderstufe
("furthering stage")
*
6
5
Förderstufe
Grundschule
primary school
4
3
2
1
Grundstufe (Primarstufe)
Vorklasse (preparatory class)

* Where the "Furthering Stage" still does not exist, the type of school has to be selected.

THE HESSE SCHOOL SYSTEM

Introduction

After the second world war, a large number of small 'Volksschulen' (elementary schools) existed in Hesse, widely scattered in the rural areas. Schools that took their pupils to levels higher than the minimum requirements of compulsory school attendance were almost only available in the cities.

Traditionally, the school system, as everywhere else in the Federal Republic, was vertically structured: the three pillars of 'Hauptschule' (common school), 'Realschule' (semi-academic school) and 'Gymnasium' (grammar school) stood to a large extent detached but adjacent to one another. After the 4th year the decision for the subsequent school career was made. Entrance examinations had to be taken for the 'Realschule' and the 'Gymnasium'.

This vertically structured school system, with its very limited lateral permeability (opportunities for change between the different types of school) in years 5 - 10, provoked early criticism. The following objections, in particular, were put forward:

- premature commitment for the subsequent school career and hardly any possibilities for correction
- predominantly class-specific progress ('Hauptschule' for working-class children, 'Gymnasium' for middle-class children)
- lack in equality of opportunity, particularly for children from socially lower classes

For these reasons, the different state governments of Hesse introduced and executed a series of school reforms. The following should be pointed out as particularly characteristic:

- the so-called 'Landschulreform' (rural school reform) in the fifties and sixties. Small rural schools were combined into 'centre schools'. In this way it was possible to increase the educational opportunities for the 'Mittelstufe' (intermediate stage) in rural districts.
- the introduction of the 'Förderstufe' (orientation stage) since the sixties, with forerunners from the mid-fifties. The 'Förderstufe' comprises the years 5 and 6 for all children. It serves as a flexible stage between primary and secondary schools and is intended to make possible a biennial orientation, assistance and try-out, instead of premature commitment to a subsequent course of education. During the school year 1980/81, approx. 56% of all pupils in Hesse in the 5th and 6th years attended the 'Förderstufe'. The introduction of this type of school is planned for all school children in Hesse.
- the development and structure of integrated and school-type-related 'Gesamtschulen' (comprehensive schools) since the beginning of the seventies (with forerunners since the fifties). The motive of educational policies during the preceding years as well as the coming years is the widening of the entrance to the educational and vocational systems, which should enable as many young people as possible to obtain a training leading to a qualification corresponding to their inclination and ability.

  Comprehensive schools try to overcome the rigid separation of the three educational paths: in integrated comprehensive schools the pupils are taught all together up to the 9th or 10th school year, in the school-type-related comprehensive schools, the three different educational branches ('Hauptschule', 'Realschule', 'Gymnasium') are combined under one roof as an organizational and pedagogic unit. "Support instead of Selection" is the principle of the comprehensive schools; there is to be no "too late" for any pupil.
- the development of 'Rahmenrichtlinien' (framework guidelines) since 1970 replaces the outdated educational plans of the fifties. This task was given to specialist groups, which started their work at the beginning of 1971. Decisive for all framework

guidelines are the "general fundamental principles of the Hesse framework guidelines", which were compiled by the former constitutional judge and education minister for the Land of Hesse, Erwin Stein.
As opposed to traditional curricula, the framework guidelines are not drawn up for different types of school, but for 'Schulstufen' (different educational stages). They are learning-objective orientated and therefore do not constitute a collection of teaching materials. The framework guidelines are not presented to the teachers as finalised results, but as a starting point for extensive discussion and development.

Primary Grade ('Grundstufe')

The 'Grundschule' (Primary School)

Objectives.
The 'Grundschule' has the task of promoting and assisting all pupils equally comprehensively with regard to their individual requirements in the development of their personalities, of their social behaviour, as well as of their artistic and practical abilities. By means of an encouraging type of education, the 'Grundschule' is intended to lead to more systematic types of learning and thereby to create the basis for the subsequent school career. The essence is to maintain and further the joy of learning for as long as possible in the primary school.

Structure.
The 'Grundschule' is assigned to the primary stage of the school system and comprises years 1 to 4.

During the first 2 school years, the children have a maximum of 22 lessons per week. In the 3rd year, this increases to 25 and in the 4th year to 26. In the 'Grundschule' the following subjects are taught:
Religion, General Studies, Crafts/Textiles Design, German,

Mathematics, Music, Art, Sport, Differentiation/Assignments and English as school pilot scheme.

English may be offered in the 3rd school year with 2 lessons and in the 4th year with 3 lessons for all children as a school pilot scheme, as soon as the requisite personnel requirements are met and the introduction to the entire catchment area of the relevant higher level schools makes possible an appropriate continuation to the intermediate grades.

The attendance of the 'Grundschule' is compulsory for all pupils who have their sixth birthday on or before 30th June of the year of intake.

Not every child of school age is ready for school. For this reason, a child may be deferred from attending school for one or two years. As a rule, these children are received into preparatory classes where they receive particular attention.

Since 1968, model schools have existed in Hesse with the pilot scheme 'Eingangsstufe-differenzierte Grundschule' (entrance-level-differentiated 'Grundschule') for 5 and 6 year olds. This represents an organizational link between pre-school and school education because the enrolment is one year in advance.

Qualification.

After successfully completing the 4th class the attendance at the 'Grundschule' is concluded. The teachers give recommendations for the subsequent school careers based on the previous learning development. After completion of the 'Grundschule', the transition into the 'Förderstufe' (orientation stage) or into schools which take their pupils to secondary stage I (intermediate stage) takes place.

'Sekundarstufe I' (Secondary Stage)
'Mittelstufe' (Intermediate Stage)

The 'Förderstufe' (Orientation Stage)

Objectives.
The 'Förderstufe' is intended to prevent a premature selection after the 4th school year. The pupils have two additional years to develop their talents and abilities in the course of instruction together with other children of their age group. The parents' decision regarding the appropriate career for their child is to be made easier. In an atmosphere of learning free of fear, the educational barriers are to be removed, the talent reserves to be developed and creativity and spontaneity to be maintained.

Structure.
The 'Förderstufe' is allocated to the secondary stage I (intermediate stage). It comprises classes 5 and 6. In the 'Förderstufe' teachers of all school types take the lessons. They cooperate in all pedagogic and organizational matters, they have joint staff meetings and advise parents.
The organization of the teaching in the 'Förderstufe' is based on the principle: "Joint lessons: as many as possible, separate lessons: as few as possible". In the 'Kernunterricht' (core lessons), all pupils with their different capabilities and differing interest emphases, are taught together in age groups. Their lessons include: German, Social Sciences, Natural Sciences as well as art and technology, religion and sport.
'Kursunterricht' (Course Teaching) is given in Mathematics and English, subjects in which differences in ability are revealed much earlier. Pupils with approximately equal learning results are combined into streams. According to a particular situation of a school, two or three different streams are set up. Allocation to such a stream (A-, B- or C or basic course and extension course) takes place after a lengthy time of observation during which the pupils are still being taught all together in one class.

"Remedial Measures" relate to the individual supporting of the children. They are, for example:

- language assistance by means of additional German lessons
- measures for dyslectics
- temporary assistance before and after regrading or for bridging over gaps in the curriculum
- therapy course in the form of play groups

Qualification.
The 'Förderstufe' is completed after successful completion of the 6th year. The class teachers give recommendations for the subsequent school careers based on the learning and ability development in classes 5 and 6.

However, the parents have the last word in the decision over the subsequent school career. Trial lessons or entrance examinations do not exist any more.

After completion of the 'Förderstufe', the pupils either go on all together up to class 10 in the 'Gesamtschule' (comprehensive school), or some transfer to 'Hauptschule' (common school), 'Realschule' (semi-academic school or 'Gymnasium' (grammar school).

'Gesamtschule' (Comprehensive School)

Objectives.
In the 'Gesamtschule' the children are taught together up to the 9th or 10th year. The barriers between 'Hauptschule', 'Realschule', and 'Gymnasium' have been removed, because they distribute opportunities unevenly.
Teaching in the 'Gesamtschule' has a double function:

- furthering the inclinations, interests and abilities of each individual pupil under the best possible learning conditions.
- every pupil is to learn that he is a member of a democratic

> society with equal rights. By being with children of all classes and talents, the young person is able to realise that the different functions in society do not bestow greater or lesser rights.

Structure.

The 'Gesamtschule' of the secondary stage I (intermediate stage) comprises the years 5 - 9 or 10. A distinction is made between the 'integrierte Gesamtschule (IGS)' (integrated comprehensive school) and the 'schulformbezogene additive Gesamtschule (AGS)' (school-type-related additive comprehensive school).

In the 'integrierte Gesamtschule' (integrated comprehensive school) all children are taught together. In a system of core lessons and stream lessons, the IGS, similar to the 'Förderstufe' (orientation stage), makes it possible of performance at the time. The pupil is spared "repeating a class" with the obligation to repeat the material that has already been mastered. During the core lessons, pupils with differing learning requirements, varied interests and different social backgrounds work together. Here pupils are not only supposed to learn together, but also to exchange experiences and to solve problems.

The 'homogenen Fachleistungskurse' (homogeneous subject streams) in which pupils of comparable ability are combined and staggered according to the different levels.

Normally, subjects such as mathematics, science foreign languages, sometimes German, are taught in two or three streams.

Pupils who need longer practice assistance, are taught in the C-stream. Pupils who satisfy the requirements of the compulsory syllabus are taught in the B-stream. In the A-stream those pupils are taught, who show that they can master extension and addition of the basis syllabus. For example, it is possible for a pupil to attend the A-stream in English and the C-stream in mathematics.

In contrast to the integrated comprehensive school, the school-type-related (additive) comprehensive school is divided into school branches ('Hauptschule' branch, 'Realschule' branch, 'Gymnasium' branch) are combined "under one roof" as an organizational and pedagogic unit. By means of combined planning and mutual coordination, care is taken that the transition from one school branch to another, in accordance with the abilities of the pupil, is made easier.

Qualification.
In the 'Gesamtschule' (comprehensive school) after years 9 or 10, all final examinations or entitlements for transfer to other types of school of the traditional school system can be acquired: 'Hauptschulabschluss' (secondary school certificate) after year 9, or, if applicable after year 10 'Realschulabschluss' (semi-academic school certificate) or promotion to form 11 of the 'gymnasialen Oberstufe' (upper level of the grammar school). When the certificates are conferred, the stream affiliation is the valid criterion for orientation. Certificates of the 'integrierte Gesamtschule' (integrated comprehensive schools) are recognised in all Länder of the Federal Republic.

'Hauptschule' (Common School), 'Realschule' (Semi-academic School), 'Gymnasium' (Grammar School)

After the four primary school years or after the 'Förderstufe' (orientation stage), the way is also open for the pupils to attend a Hauptschule, Realschule or a Gymnasium.

The state government of Hesse has always aimed in its school policy to lessen the negative results of a rigid division between the different school types and of premature selection.

Therefore, the transfer possibilities between the types of school have been improved; thus Hesse was the first federal state to introduce a common timetable for the 'Mittelstufe' (intermediate stage) classes 5 - 10 of the 'allgemeinbildende Schulen' ('general education' schools) and has submitted framework guidelines relating to all types of schools as a pilot scheme for the intermediate level.

Objectives.
The 'Mittelstufe' (intermediate stage) is intended to enable the student to choose a trade or profession and to make possible the transfer to vocational and study related courses of the 'Sekundarstufe II' (secondary stage II).

The 'Hauptschule' (Common School)

Structure.
The 'Hauptschule' leads to class 9. Transition to the 'Realschule' or the 'Gymnasium' is possible from every class if the parents decide that this should happen and the 'Hauptschule' finds the pupil suitable. An entrance examination is not necessary. Trial-instruction for several days is then carried out, if the school which the pupil attended before, finds him only conditionally suitable for entrance into the 'Realschule' or 'Gymnasium'.

Qualification.
Every pupil who has successfully completed the 9th year of the 'Hauptschule' (common school) receives a 'Abschlusszeugnis' (final certificate). Pupils who, after completing the nine-year, compulsory, full-time education, have not passed the final examination of the 'Hauptschule', may on application continue to attend the school in order to acquire the 'Abschlusszeugnis' (final certificate) or they receive a 'Abgangszeugnis' (school leaving certificate). After the 'Hauptschule' day-release vocational school is obligatory up to the age of 18.

The 'Realschule' (Semi-academic School)

Structure.
The 'Realschule' leads to the final certificate after the 10th school year. In Hesse the 'Realschule' developed in two types: a 'Realschule' linked with the 'Hauptschule' or an independent 'Realschule'. Both teach according to the same curricula and have the same educational objectives.

Qualification.
The 'Realschule' leads to an intermediate qualification and opens the way to further education institutions.

The 'Gymnasium' (Grammar School)

Structure.
The 'Gymnasium' includes, apart from the years 5/7 - 10 of the secondary stage I, also the years 11 - 13 of the secondary stage II. It leads, as a rule, at the end of the 13th year, to the 'Abitur' (university entrance examination), the 'Hochschulreife' (common matriculation requirement).

The succession of foreign languages at the secondary stage I of the 'Gymnasium' is laid down as follows:

- instruction in the first foreign language starts in the 5th school year. The first foreign language is a living foreign language (usually English) or Latin.
- from the 7th school year, instruction in the second compulsory foreign language starts (usually French or Latin). If French or Latin has been chosen as first foreign language, then English will be the second foreign language.
- from the 9th school year on, a third foreign language (usually Latin or French, sometimes Russian) may be learned within the framework of the optional subjects. For pupils studying classical languages, besides Latin as first foreign language and English as second from the 9th school year on, Greek is compulsory as a third foreign language.

Qualification.
After passing class 10, the pupil is entitled to the transition into class 11 of the reformed sixth form of the grammar school (neugestaltete gymnasiale Oberstufe). The 'Abgangszeugnis' (school leaving certificate) of the 'Gymnasium' (grammar school) with a pass mark into class 11 is equal to the 'Abschlusszeugnis' (final certificate) of the 'Realschule' on application by the parents.

Vocational Education

Objectives.
The vocational education is imparted by means of a varied system of educational courses. The vocational schools teach the required general and specialized knowledge for trades and professions. As the world of work of today is characterised by a high degree of mobility and since every adolescent has to be prepared to adapt professionally, great importance is attached to a wide basic vocational training.

Structure.
The vocational schools are, to differing degrees part of the "dual system", where the training in school and in industry complement each other. The educational opportunities span from 'Berufsschule' (vocational school) with 'Berufsgrundbildungsjahr' (a basic vocational training year) and 'Berufsvorbereitungsjahr' (preparatory vocational year), 'Berufsfachschule' (full-time vocational school), 'Berufsaufbauschule' (more advanced specialist vocational school), 'Fachoberschule' (higher full-time vocational school with practical training) to 'berufliches Gymnasium' (vocational grammar school) and 'Fachschule' (advanced vocational school).

Attendance at a vocational school is usually compulsory for three years. In 'Teilzeitberufsschulen' (part-time vocational schools), the teaching comprises 12 lessons per week. It can also be compressed into full-time teaching for several weeks (block form).

Qualification.

Qualifications range, according to the type of school, from a 'Abschlusszeugnis' (final certificate) to the 'Fachschulreife' (advanced vocational training school requirements) to the 'Fachhochschulreife' (advanced specialist vocational training school requirements). Students with the 'Abschlusszeugnis' (final certificate) of the 'Berufsschule' (vocational school), receive apprenticeship certificates (Gesellen-, Gehilfen- oder Facharbeiterbrief) after successfully completing the parallel industrial training.

Students who do not have the 'Abschlusszeugnis' (final certificate) of the 'Hauptschule', receive the 'Hauptschulabschluss' (common school final certificate) subsequently, after successfully attending the vocational school.

'Sonderschulen' (Special Schools)

Objectives.

Depending on the type and severity of the handicap of the children and adolsecents, special schools are intended to provide all aid and assistance in accordance with the medical, psychological and therapeutic research. At the same time, it is also important to avoid all unnecessary isolation and social devaluation of the handicapped children and adolescents.

Structure.

In the special schools, those children of school age are taught and educated who, due to impairment in their development and in their learning, are so handicapped that they either cannot or cannot sufficiently be improved in normal schools. At the moment, there are ten types of special schools with approx. 29,000 pupils, of which more than 60% are in schools for the educational subnormal. Apart from the schools for the educationally subnormal, there are the following school types:
for the visually handicapped, the blind, the orally handicapped, the deaf, the speech handicapped, the physically handicapped, the sick, the disturbed and practically trainable. In order to

ensure a flexible care for the pupils, the special schools work closely together with the primary, secondary, comprehensive and vocational schools.

In all the different types of 'Sonderschulen' (special schools), with the exception of the school for the educationally subnormal and the school for the practically trainable, on instructions from the KMK (Standing Conference of the Länder for Ministers of Education and Cultural Affairs) joint guidelines and framework-curricula plans were worked out. These are being revised at the moment in the different Federal Länder. For the schools for the educationally subnormal and the practically trainable, on instructions from the KMK, guidelines applicable to all the Länder are being worked out.

The decision concerning which of the 'Sonderschule' (special schools) a child is to attend is made by the 'Staatliches Schulamt' (district state education office) after the people concerned have been consulted. Because the success of the special pedagogic instruction and education depends mainly on the child entering the 'Sonderschule' in time, the child needing a 'Sonderschule' should be introduced to his or her appropriate educational path as early as possible.

Qualification.

The pupils of the 'Sonderschule' have the opportunity of passing the final examinations of the type of school in question. Educationally subnormal children may be led back to the regular school earlier, if it is recognized that their need for a special school no longer exists. They also have the opportunity of passing the 'Hauptschulabschluss' (common school final examination) externally.

'Sekundarstufe II' (Secondary Stage II)
The 'gymnasiale Oberstufe' (upper level of the grammar school)

In 1976/77 an agreement of the Standing Conference of Education and Cultural Affairs of the Länder was implemented in Hesse, the aim of which was to change the traditional upper level of the 'Gymnasium' (which was divided into streams) by considering the following points: reduction of the number of compulsory subjects, concentration of the educational material, more in-depth study, education for independent work, introduction to a scientific method of working.

Objectives.

- it is to be made possible for the pupil to achieve university entrance level; at the same time, he is to be put into a position of contributing his knowledge and abilities directly to his professional training and occupation.
- a scientifically-orientated, basic education is to be imparted to the pupil. At the same time, by being able to choose subjects and courses, he is to be given the opportunity of specialising according to his inclinations and abilities.

Structure.

The 11th school year serves to balance the differing educational requirements with the initial preparation for the work of the 'Oberstufe' (upper stage), its contents and methods. It thereby fulfils a linking function between the 'Mittelstufe' (intermediate stage) and the last two years of the 'Oberstufe' (upper stage), which should be seen as a unit and which has a qualification phase leading to the 'Abitur' (university entrance examination).

In the 12th and 13th school years, the pupil has the opportunity of selecting two subjects as 'Leistungsfächer' (specialized subjects) out of a given list, and thus concentrate his interests, inclinations and abilities.

One of these two specialized subjects has to be either a foreign language, mathematics or a science subject. The subjects themselves - apart from sport - are grouped into three academic fields:

1. language, literature, art
2. social sciences
3. mathematics, science, technology

Compulsory regulations ensure that the pupil is taught in subjects from all three academic fields. The assessment is based on a point system. As the pupil is no longer part of class (Klassenverband), a teacher, the tutor, chosen by the pupil, normally undertakes the guidance.

Qualification.

The newly reformed 'Oberstufe' (upper stage) of the 'Gymnasium' (grammar school) ends with the 'Abitur' (university entrance) examination. The performance during four semesters and the results of the final examination (credit system) are entered in the final report. The pupil attains the common university entrance with this report.

REFORM OF THE PROFESSIONAL ROLE OF TEACHERS

Dr. Jeuthe

All the reforms of the educational system in Hesse that have been achieved since 1945 habe in some way or other influenced, what may be referred to as the concept of professional education and training of teachers. At one time changes of that concept have been a prerequisite for corresponding changes regarding the organization or the curricula of the various categories of schools. At another time it was the other way round, changes in the organization of schools necessitated modifications of the concept of professional education and training of teachers.

A survey that is meant to serve its purpose has to be concise. It has to be a brief summary of those achievements and reforms only that are essential within the framework of our present educational system. Achievements and reforms thus to be mentioned are:

- The provision of a university education for all teachers.
- The abandonment of a concept of educating teachers, that is solely inspired by the out of date system of dividing secondary schools into:

  HAUPTSCHULE
  REALSCHULE
  GYMNASIUM.
- The introduction of university courses that are especially designed for the needs of the teachers for handicapped children.
- A term of probation for all professional teachers.

- The provision of such studies within the university courses that will expose the individual student to close contact with the routine of his or her future profession.
- The introduction of new subjects that may be taken in a three-year or four-year course.

The aim to provide for an academic education for all future teachers has been in effect for quite a number of years now. Whereas at the beginning of the sixties only the grammar school teachers and the teachers of professional schools enjoyed the privilege of a university education and all the other groups of teachers were educated outside the universities at COLLEGES OF EDUCATION - that were considered inferior in status vis-à-vis the universities - a sweeping change came about in the middle of the same decade. In 1964 courses for teachers of vocational schools were opened at the TECHNISCHE HOCHSCHULE (university) in Darmstadt. At about the same time the COLLEGES OF EDUCATION acquired a status equal to that of the universities and a few years later they were incorporated into the universities as DEPARTMENTS OF EDUCATION.

The basic requirements for abandoning an out of date concept of educating teachers, solely inspired by the tripartite system of organizing schools as HAUPTSCHULE, REALSCHULE, GYMNASIUM, were fulfilled by the teacher's tenure of office act in 1969. By this act a new type of graduate teacher came into existence who was qualified for teaching in the HAUPTSCHULE as well as in the REALSCHULE. By certain regulations of the afore mentioned act this new type of teacher was also granted the right to teach in grades 5-10 of the GYMNASIUM.

An amendment to the teacher's tenure of office act of 1969 finally prepared the ground for the introduction of regular university courses for teachers that are qualified to teach all pupils and students, that belong to the first secondary stage regardless of their abilities.

The introduction of courses exclusively designed for educating future teachers for handicapped children proves that this area of professional teacher education has now been recognized and given the necessary independence to develop its own standards and methods.

A measure of equally great importance was taken by introducing a term of probation that was compulsory for all teachers. The year this was done was 1972. The model that was followed then was the organization of the traditional training of the teachers for the GYMNASIUM, i.e. the REFERENDARIAT.

Since 1972 twenty-seven seminars for primary school-teachers and teachers for the first stage of secondary schools and for teachers of handicapped children have been established. Likewise twelve seminars for teachers of the GYMNASIUM and seven seminars for the teachers of vocational schools have been established.

With the establishment of these seminars ample provision has been made that all future teachers receive a full-time training in teaching concepts and methods, after they have finished their academic studies. Their introduction into the professional skilis of a teacher being no longer a matter of secondary importance, which they have to cope with whilat they are giving the same number of lessons a full-fledged teacher is expected to give.

However, much remains still to be done, in order to improve the three-year and four-year courses for the future teachers. There is the need to expose the individual student during the course of his academic instruction more frequently and more effectively to the routine of his future profession. At present a way to achieve this is seen in a system of studies that requires a professor and his students to leave their lecture-hall at certain intervals in order to join a teacher in his class-room. This organization of studies may be best compared with what is called bedside-teaching in the field of medical studies.

Another way of improving the academic education of the future teachers is seen in the introduction of subject area didactics in all courses for future teachers. So far this has been achieved at the university of Kassel. Subject area didactics are an integral part of the courses there. Now the next step to be taken will be making studies in subject area didactics compulsory for all future teachers of the GYMNASIUM.

An example for the introduction of a new subject that may be taken in a three-year university course is POLYTECHNIK/ARBEITSLEHRE. This subject roughly comprises what has formerly been taught, when the pupil or student was given lessons in domestic subjects, economics, engineering or heavy crafts. What is different now, is the interdisciplinary approach to these subjects. The idea behind the introduction of POLYTECHNIK/ARBEITSLEHRE is simply this: to achieve a realistic all-round education with a vocational point to it.

All the measures and achievements referred to in this paper will show one thing very clearly. This is that in Hesse a general notion of education and training teachers is entertained, which is not characterized by trends that may be called extreme in any way. There is no dogmatic adherence to a system of educating and training teachers based on the traditional tripartite organization of schools. And there also is not a drive to harmonize the teaching profession to that extent, that there is always the same type of teacher for all the various categories of students.

IN-SERVICE EDUCATION FOR TEACHERS IN HESSE

Dr. Kurt Fackiner

In-Service Education serves the purpose of maintaining professional qualifications and the preparation and backing-up of school development measures, e.g. the "Orientation Stage, Grades 5 and 6). A teacher is duty-bound to undertake In-Service Education according to Civil Service and Teaching Service legal requirements. (Beamten- und Dienstrecht). There is however no compulsion to participate in In-Service Education schemes.

Organization

- The Hesse Institute for the In-Service Education of Teachers (HILF) is immediately subordinate to the Ministry of Education.
- It works in close cooperation with the Hesse Institute for Educational Planning and School Development (HIBS). (See adjacent paper).
- The work of the Institute is controlled by a Board consisting of representatives of the teachers' associations, the Superior Personnel Council of Teachers (Hauptpersonalrat), the Universities and other tertiary Academic Institutions, the Regional Government Presidents, the Ministry of Education and the Ministry of Finance.
- Teacher In-Service Education in Hesse has existed in its present form for almost 30 years. The realm of Regional In-Service Education of Teachers is a new conception, (see adjacent paper):
- interlinking with central In-Service Education.
- All teachers, potentially, can participate in events at the main, central institute. These schemes, programmes and courses usually last a week or half a week, but sometimes 14 days or even 1 day.

Teachers are relieved of their teaching duties during the period. In the regional centres, participants come mainly from the region served. Events in these institutions take place outside of school instruction time.

Establishments

- Establishments for central events (giving main emphasis)

Frankfurt	20 beds	Science
Reinhardswaldschule	130 beds	-
Weilburg/Wetzlar	100 beds	Vocational Education

Planned: new building in Jugenheim with 120 beds and
in Weilburg with 100 beds (Substitute for Weilburg/Wetzlar)

Regional Centres:
in Bad Hersfeld, Gross-Gerau, Jugenheim, Kassel, Limburg.
Frankfurt and Wetzlar are just starting up.
A further 6 centres will soon be established.
Then the whole State will be covered for offering Regional In-Service Education - one centre covering an average of 3,500 teachers.

Tutors and Participants

HILF has 30 full-time and 1,100 part-time tutors.
The total sum of persons employed on furll-tiem basis for tutoring, organization of courses, operation of the residential and non-residential centres is about 110.
At the moment we reach over half the Hessen teachers (statistically) during the year; about 14,000 in central and 11,000 in regional events. (Total number of teachers in Hesse: about 45,000).

Plannung of programmes

Programme Development: every half year (internally, every year). Tendency towards longer term planning. Currently the second half of 1981 is being planned.

Teachers suggest courses through their associations.
Consultation with the full-time tutor with curriculum groups, part-time tutors (also university lecturers) and participants.
From this a proposal from the Institute will be worket out.
The institute's proposal is put before the Programme Committee - a committee of the Board - for advice and approval.
Approval of the Ministry together with the participation of the Superior Personnel Council of Teachers (Hauptpersonalrat).
Under personnel laws and regulations, co-determination is mandatorily required on matters of In-Service Education.

Particular problems in the near future

Due to declining rolls the number of teachers employed is hardly likely to increase. The consequence will be a rising average age of teachers and thereby an increasing length of time form their original studies. It will be necessary to have a considerably more intensive offer of In-Service Education Opportunities in order at least to just keep up with their present state of qualification and competence.

REGIONAL IN-SERVICE EDUCATION OF TEACHERS IN HESSE

Gerhard Jöckel

Regional In-Service Education of Teachers is now going through a phase of restructuring and reorganization. This reorganization process goes back to a trial project supported by the Federal Ministry of Education and Science.

In this project four regional centres were established in order to try out and test a scheme based on the concept of "school-proximate" In-Service Teacher Education and Curriculum Development. At the conclusion of this project, which had given good results, the four centres were taken over by the Hesse Institute for the In-Service Education of Teachers as external regional locations. In accordance with a State-wide concept, the objective is to set up 13 such centres. The location at Jugenheim was established as the fifth in 1978.

The area a centre covers and the number of teachers is serves vary from centre to centre. This is due to historical influences, transportation considerations and topographical factors, as well as the area covered by a District School Office (Staatliches Schulamt). So some centres serve 3 % of teachers in Hesse, others 10 % (Jugenheim 14 %).

Facilities in an External Centre

The facilities include conference rooms and a library as well as an office for the Director. Each centre is directed by a full-time educationist. He is supported by a secretarial administrative assistant. The centres have part-time assistants (teachers), who have responsibility for different subjects and activities, especially as group leaders.

Programme development

At the beginning of each school half-year, the external centre publishes a working-group proposal list, which is distributed to all schools. This programme is an integration of all the proposals which have come in from the District Schools Office (Staatliches Schulamt), the representative committees of teachers at the school and state levels (Personalrat), the teachers' associations and union, the staff meetings in schools (Lehrerkonferenz), the tutors of the centres and the part-time assistants. In this way it is possible to establish "school-proximate" programmes related to the specific needs of the region.

What are the characteristics of the regional Working Groups?

- Practice-orientated and instructionally-related work is made possible by the nearness of the centre in terms of time and distance (cf. Teachers' Centres in Britain).
- Many of the working groups work over a longer period of several school half years.
- Through the development of intensive group experiences, the teachers are able to achieve cooperative instructional planning.
- If the work necessitates, whole day or two- or three-day retreats can be arranged.

How are the working groups of the external centres supported by the external centres?

The centre sees to all organizational matters, such as the mailing of invitations, reimbursement of travelling expenses, preparation of "Certificates of Participation", etc. It cares for the part-time tutors and supports their own professional development.
The following services are offered by the centre:

- providing information seminars

- collection of model lesson units (in Jugenheim, approaching 1,000)
- library with periodicals and subject-area texts and books.
- the setting up of a collection of video-cassettes (general pedagogical questions, typical teaching situations, etc.)
- sale of publications or monographs from the whole area of In-Service Education for Teachers
- advice to individual teachers or to staff meetings

Main emphases of the work at Jugenheim

- In 1979, the number of teachers who took part in working groups in Jugenheim was almost 2,000. This is about 55 % of the teachers in the area for which the centre is responsible.
- Over one third of all working roups concerned themselves with the testing of obligatory curriculum guidelines - moreover, in this respect, all stages of schooling were represented. Here is an institutionalized way of enabling the teachers to be associated with the further development and amendment of the obligatory curriculum guidelines. In the new programme, about to commence, the implementation and realization of the intention of the guidelines is the main theme of the working groups.
- Further emphases are in the direction of supporting the teachers in pedagogical questions and in the realization of developmental activities within the school system (for example, the implementation of the "orientation stage" (Grades 5 and 6); or help for the instruction of foreign children)
- Additionally, there are the working group schemes, which have a rather more individually-directed interest and emphasis. Above all, one should mention the working groups, which base their work on cooperation with the State Theatre and the State Museum in Darmstadt.

IN-SERVICE EDUCATION FOR PRINCIPALS OF SCHOOLS

Hartmut Schrewe

0. Opening remarks

There are no systematic schemes for the preparation of principals before they take up an appointment in Hesse or for that matter in the whole of the Federal Republic of Germany.
Further in-service education courses for principals are offered at the Hesse Institute for the In-Service Education of Teachers (H I L F) (School Organization, School Administration, School Law).

1. Participants

1.1 Owing to high demand but limited capacity there is only one set of courses offered for principals. Mainly limited to principals in the first few years of their appointment.

1.2 The couses are in term-time. Principals are excused duties and stay at the H.I.L.F. main centre. All the costs are met by the State.

1.3 Paritícpation is voluntary, but once an application is accepted attendance is obligatory for the series.

1.4 Number of participants: 26 (Max.) Quotas (with the concurrence of the Superior Teachers' Personnel Council in the Ministry.

- Primary school : 7
- Special schools : 3
- Comprehensives : 4
- Common and Semi-Academic (Secondary) : 6
- Grammar : 3
- Vocational : 3

1.5 Participants from all school types. Group work sometimes school-specific.

1.6 Same participants for duration of the series for reasons of curriculum, learning psychology, group dynamics and organizational psychology.

1.7 Based on needs of principals, practice relevant and need to change attitudes. No examniation. "Certificate of Participation". No Civil Service or Salary advantage.

2. Duration

2.1 Four one-week courses over 2 years (1 per half year).

2.2 Regional meetings between the courses.

3. General Remarks

3.1 Based on project "Curriculum: School Administration" (Bessoth, Hopes, Piontek, Killait) 1974-78 (Hesse, Rhineland-Palatinate, Lower Saxony).

3.2 Thrust: modified in direction of School Practice in Hesse.

3.3 Content: Problem Solving, Communication techniques, decision-making, planning procedures, Innovation, Implementation and Evaluation methods.

3.4 Methods: working papers, presentations, group work, role playing, case studies.

3.5 Preparatory and follow-up tasks. Tasks demanded before and after courses.

3.6 Copious materials provided for revision and in-depth study.

3.7 School law questions relevant to principal's daily experience dealt with.

4. Structure of Courses (see appendix)

5. Direction of courses and tutors

The group is made up of principals, school supervision officers, administrative lawyers (from all levels), school psychologists, teachers and members of the Study Seminars (for the In-Service Training of probationary teachers), tutors at H.I.L.F. Almost all were in some way connected with the pilot project mentioned above.

6. Current problems and restrictions

6.1 Lack of time and quantity of material leaders to cognitive overload for participants. Participants overburdened and negative effects on learning efficiency.

6.2 The selection of only the principal from a school. Isolation from his colleagues. Reduction in chances that he can effect what he has learned. Need to bring in other school administration members at Regional In-Service level?

6.3 Need to link practice and research. Practitioners and Academics. Training Trainers.

6.4 Too few practitioners as trainers. No relief from their normal duties, leading to hevy strain.

7. In spite of problems, enthusiastic support for the further development of programmes is shown by participants and the training team.

Appendix: Structure of Courses

Course A - School constitution/moulding of opinions in school
The role of school management;
The headmaster's duties: responsibility and delegation
School organization (formal and informal)

Current problems of school development in Hesse
Schools and the law;
Pupils' rights;
Parents' rights.

Course B - School 'atmosphere'
Communication and information in schools;
Styles of behaviour and leadership;
Initiation of new teachers
Deployment of staff:
Ascertainment of requirements;
Allotment of periods and timetabling;
Absences and replacements;
Staff representation in school;
School meetings

Course C - Administrative structure - inspection;
Team spirit in school
Evaluation:
- Assessment of teachers;
- Legal aspects;
- Advice, advisory service, advisory interviews;
- Assessment of pupils;
- Co-operation in study seminar

Course D - Innovations
Office organization
Management/planning and running filing systems
Allocation of work
Systems of conveying information within a school
Contact with the public
School administration and electronic date processing (safe-guarding of data)
Budgeting: structure and implementation

THE HESSE INSTITUTE OF EDUCATIONAL PLANNING AND SCHOOL DEVELOPMENT (HIBS)

Bernd Frommelt

The Hesse Institute of Educational Planning and School Development (HIBS) was founded by the Hesse Minister of Education in 1975. Its legal status is that of a directly subordinated institution of the Ministry.

Its two major tasks are the following:

- On the one hand, the longterm curricular and educational planning. This is based on scientific criteria and is of an advisory function to the administration and the state policy of education.
- On the other hand, the development of aids and improvements for the every-day school teaching, where shortterm and effective help is expected.

The establishment of an "innovative agency" such as the HIBS was mainly a reaction to the increasingly complicated educational planning problems and the pressing need for solutions which were not possible through traditional methods. The administration therefore called on scientific help (social sciences) and on experts with practical experience.

The founding of the Institute also had political motives due to the increasingly controversial public opinions.

Its aims:

- to scientifically legitimise plans for school development
- to draw up alternative educational plans and to suggest practical methods of implementation and realisation. It is to be noted that the Institute retains a certain distance from the Ministry and plans and suggestions ar not necessarily "official".

The Institute consists of three departments which at present work for primary and secondary one levels.

1. Department of Curriculum Development

The tasks of the department are as follows:

- Coordinating the drawing up of new curricular guidelines (Rahmenrichtlinien)
- coordinating and supporting the implementation of new curricula, e.g. by new teaching materials.
- Evaluation of the testing of new curricula.

2. Department of Pilot Projects and Research in School Teaching

The department works in the following fields:

- Pilot projects aiming at simulating solutions for prospective problems in school development. These are run at one or at several schools at a time.
- supporting measures for special educational problems, e.g. teaching methods and materials for slow learners and beginners.
- Evaluation of scientific studies conducted at universities or other institutions, e.g. studies on Hesse experiments with comprehensive schools.

3. Department of Information and Documentation Systems - Informatics

The department:

- supplies data and tools needed in the area of quantitative organisational problems of school development and educational planning,
- analyses the organisation of teaching, timetables, and school administration. The analysis aim at finding possibilities of intensified use of electronic data machines in schools,

- draws up curricular schemes and educational materials for the use of computers in teaching (informatics),
- supplies abstracts of books and periodicals as a computerized service to the school administration and to individual schools.

The work of all three departments is documented in a number of publications, which are distributed to the Hesse educational administration and to Hesse schools by the Institute.

PART II

(continued)

STUDY TOUR

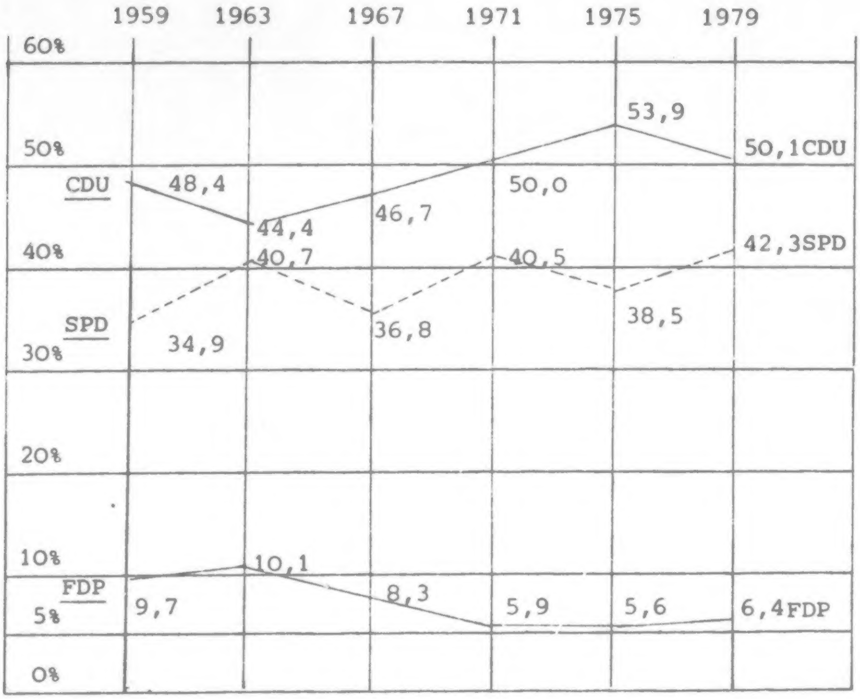
RHINELAND-PALATINATE

RHINELAND-PALATINATE

Capital : Mainz
Area : 19,838 sq.km. = 7,627 sq.miles
Population : 3.7 millions
Religion : 40.7% Evangelical/Lutheran/Protestant
55.7% Roman Catholic
3.6% Other

Prime Minister : Dr. Bernhard Vogel (CDU)
Minister of Education: Dr. Hanna-Renate Laurien (CDU)

Election Results in Rhineland-Palatinate: 1959 - 1979



Latest State Election: 18th March 1979		
Government Party:	Christian Democratic Union	(51 Seats)
Other Parties :	Social Democratic Party of Germany	(43 Seats)
	Free Democratic Party	(6 Seats)

Note: In order to have representation in parliament a party must gain at least 5% of the votes.

The administration of schools in Rhineland-Palatinate

There are 2 levels of administration of schools in Rhineland-Palatinate.

1) Ministry of Education at the State level

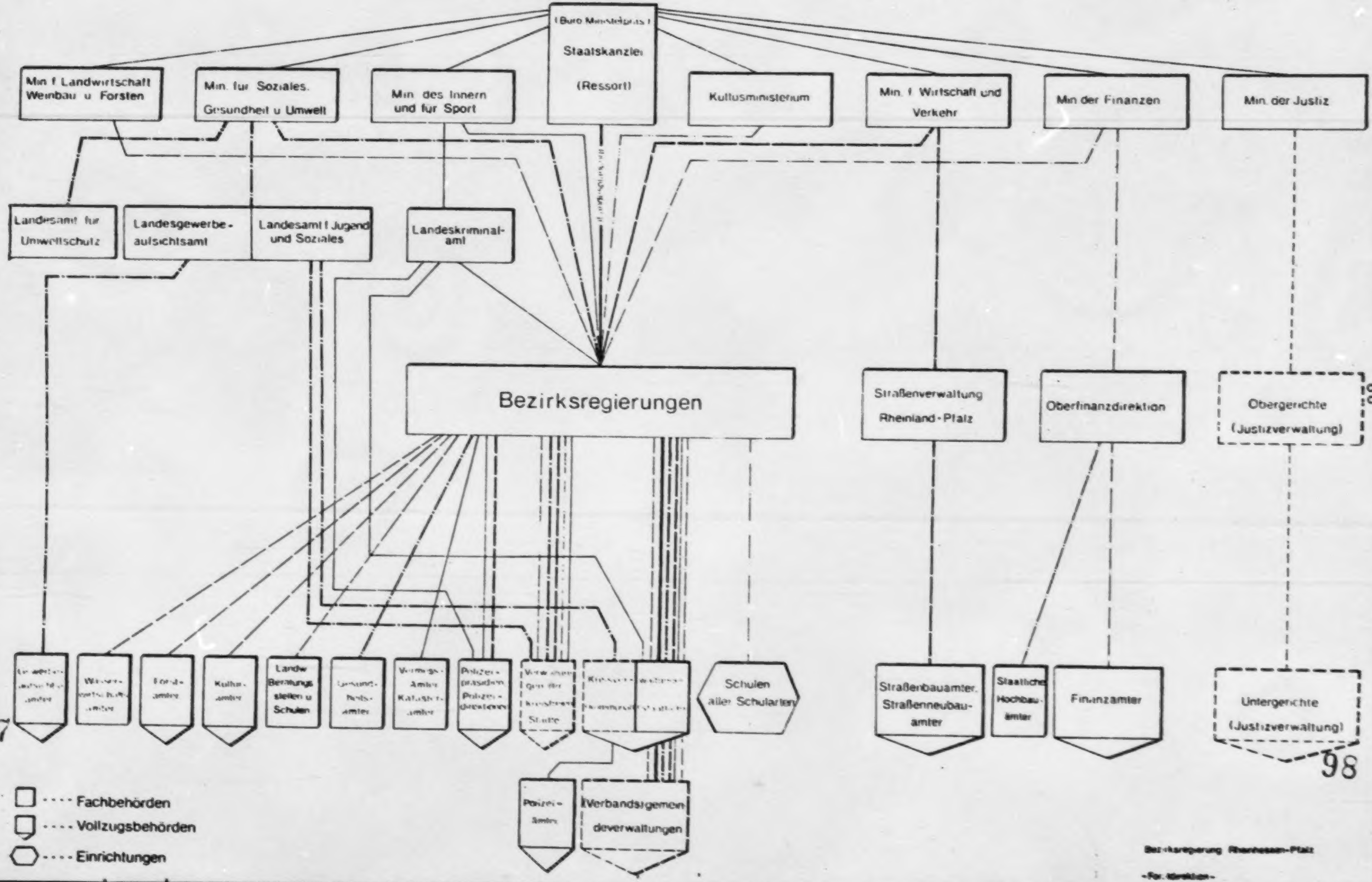
2) School Authorities at the Regional Government level. The state of Rhineland-Palatinate is divided into three regions: Trier, Koblenz and Rheinhessen-Pfalz, which are administrated from Trier, Koblenz and Neustadt an der Weinstrasse.

All types of school are supervised by their separate inspectors from the Regional level. Before the new State School Law (1974) Rhineland-Palatinate had District Schools Offices for primary schools (Grundschulen) and common schools (Hauptschulen).

Statistics on schools in Rhineland-Palatinate (1979/80)

School type	Schools	Pupils	Teachers
Pre-school (Kindergarten, pre-school classes)	85	1,032	102
Primary and Common	1,189	333,622	15,852
Special (Handicapped)	158	18,865	2,323
Semi-academic	105	69,612	3,068
Grammar	138	124,589	6,338
Integrated Comprehensive (Trial Projects)	2	2,626	177
Vocational Colleges	165	158,020	3,939
Part-time	.	122,428	.
Full-time	.	35,592	.
Total	1,842	708,366	31,817

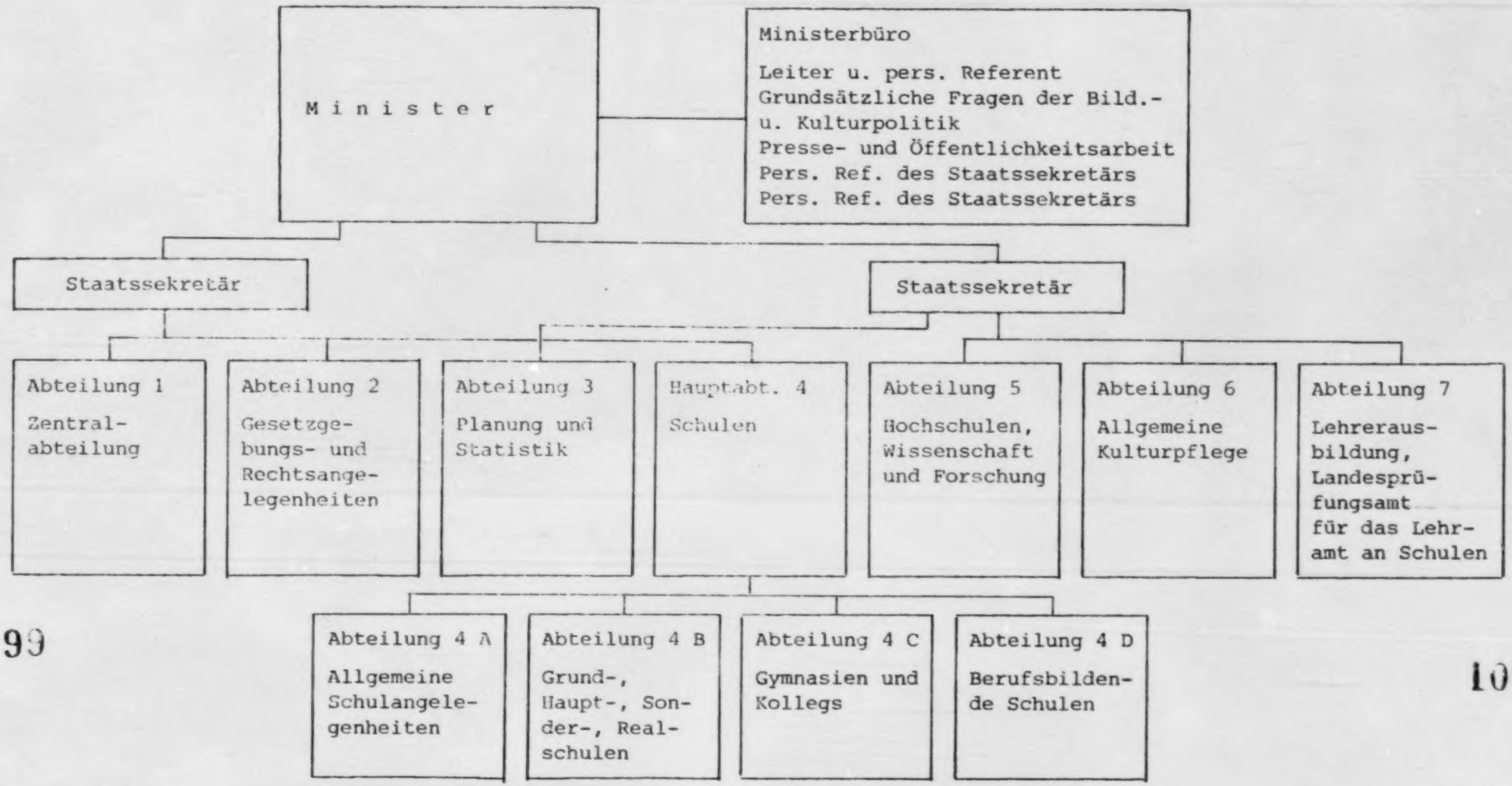
Verwaltung in Rheinland-Pfalz Stand 1. Juni 1979


(Buro Ministerpras.)
Staatskanzlei
(Ressort)
Min. f. Landwirtschaft Weinbau u. Forsten
Min. fur Soziales, Gesundheit u. Umwelt
Min. des Innern und fur Sport
Kultusministerium
Min. f. Wirtschaft und Verkehr
Min. der Finanzen
Min. der Justiz
Landesamt fur Umweltschutz
Landesgewerbeaufsichtsamt
Landesamt f. Jugend und Soziales
Landeskriminalamt
Bezirksregierungen
Straßenverwaltung Rheinland-Pfalz
Oberfinanzdirektion
Obergerichte (Justizverwaltung)
Gewerbeaufsichtsamter
Wasserwirtschaftsamter
Forstamter
Kulturamter
Landw. Beratungsstellen u. Schulen
Gesundheitsamter
Vermessungsamter Katasteramter
Polizeiprasidien Polizeidirektionen
Verwaltungen der kreisfreien Stadte
Kreisverwaltungen
Kommunalverwaltungen
Schulen aller Schularten
Straßenbauamter, Straßenneubauamter
Staatliche Hochbauamter
Finanzamter
Untergerichte (Justizverwaltung)
Polizeiamter
Verbandsgemeindeverwaltungen
Fachbehörden
Vollzugsbehörden
Einrichtungen

Bezirksregierung Rheinhessen-Pfalz

-Forstdirektion-

Organisationsplan des Kultusministeriums Rheinland-Pfalz


Minister
Ministerbüro
Leiter u. pers. Referent
Grundsätzliche Fragen der Bild.- u. Kulturpolitik
Presse- und Öffentlichkeitsarbeit
Pers. Ref. des Staatssekretärs
Pers. Ref. des Staatssekretärs
Staatssekretär
Staatssekretär
Abteilung 1
Zentralabteilung
Abteilung 2
Gesetzgebungs- und Rechtsangelegenheiten
Abteilung 3
Planung und Statistik
Hauptabt. 4
Schulen
Abteilung 5
Hochschulen, Wissenschaft und Forschung
Abteilung 6
Allgemeine Kulturpflege
Abteilung 7
Lehrerausbildung, Landesprüfungsamt für das Lehramt an Schulen
Abteilung 4 A
Allgemeine Schulangelegenheiten
Abteilung 4 B
Grund-, Haupt-, Sonder-, Realschulen
Abteilung 4 C
Gymnasien und Kollegs
Abteilung 4 D
Berufsbildende Schulen

CURRENT PROBLEMS OF EDUCATIONAL POLICY

Frau Dr. Hanna-Renate Laurien
Minister of Education in Rhineland-Palatinate[1)]

The structure of the Federal Republic of Germany is federal rather than centralist - a structure which has evolved from her geography, history and cultural development. Education and culture, as you know, are the responsibility of the eleven Federal States. Federalism stimulates creativity and imagination and enables the individual citizen to participate in political and cultural life. A centralist approach to education would be a nightmare to us. And yet - variety is not all, we also need standardisation, which is provided by outline agreements.

Standardisation, as we heard this morning, is the concern of institutions such as the Standing Conference of Ministers of Culture (KMK) and the Bund-Länder Commission for Educational Planning and Research Promotion (BLK). They both coordinate rather than legislate and the co-ordination achieved is most effective. A second instrument of ecuational co-operation is the passing of framework legislation by the Federal Parliament - the Hochschulrahmengesetz of 1976 being a recent example. The demand for more educational standardisation is justified, but has on occasion been used by the Socialist Democratic Party in order to enforce their own particular views in a centralist manner.

A variety of views is an essential element in a liberal democracy - particularly given Germany's recent experience with totalitarianism.

The State of Rhineland-Palatinate offers a perfect example. Names closely linked with the history of this state - names auch as Nicholas Cusanus, Johannes Gutenberg, Martin

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1) Frau Dr. Laurien is now Senator responsible for the school system in West Berlin (June 1981)

Luther, Gottfried Wilhelm Leibniz und Karl Marx - conjure up the century-old struggle between restoration and liberalism.

The past thirty years with their tremendous achievements in reconstructing Germany have also been a considerable expansion in the field of education: the number of school-leavers with Abitur has trebled, that of students in higher education has quadrupled, the number of teachers, has increased by 500 %, but the question is: can we allow this process to continue unchecked? Should retraining be the first professional experience of university graduates? Can we dismiss non-academic occupations as less creative and less intellectually demanding than those held by university graduates?

The recent drastic drop of the birth-rate in the Federal Republic of Germany including the Rhineland-Palatinate (by 30, 40, 50 %) exacerbates the problem, which has led to much party-political strife. Main issues have been

the "orientation stage",
the comprehensive school,
the Hauptschule
the upper level of the Gymnasium,
vocational training.

As for the orientation stage and the comprehensive school, the Social Democratic Party (SPD) and Free Democratic Party (FDP) advocate integration, while the Christian Democratic Party (CDU) favours selection. In the Rhineland-Palatinate both types have been kept side by side in the past eight years.

However, detailed investigations have failed to produce any evidence for the superiority of the integrated over the selective system, indeed the integrated system has often proved to be inferior. The weaker student in a comprehensive school does not learn to defend his rights, to act and think independently, since there is always the better student who acts as his spokesman, thus discouraging him from playing an active part within his school.

The Hauptschule faces a new challenge in having the opportunity to provide a wide spectrum of practice-oriented subjects, in order to satisfy the present demand for skilled labour and to ease the unemployment problem amongst school-leavers.

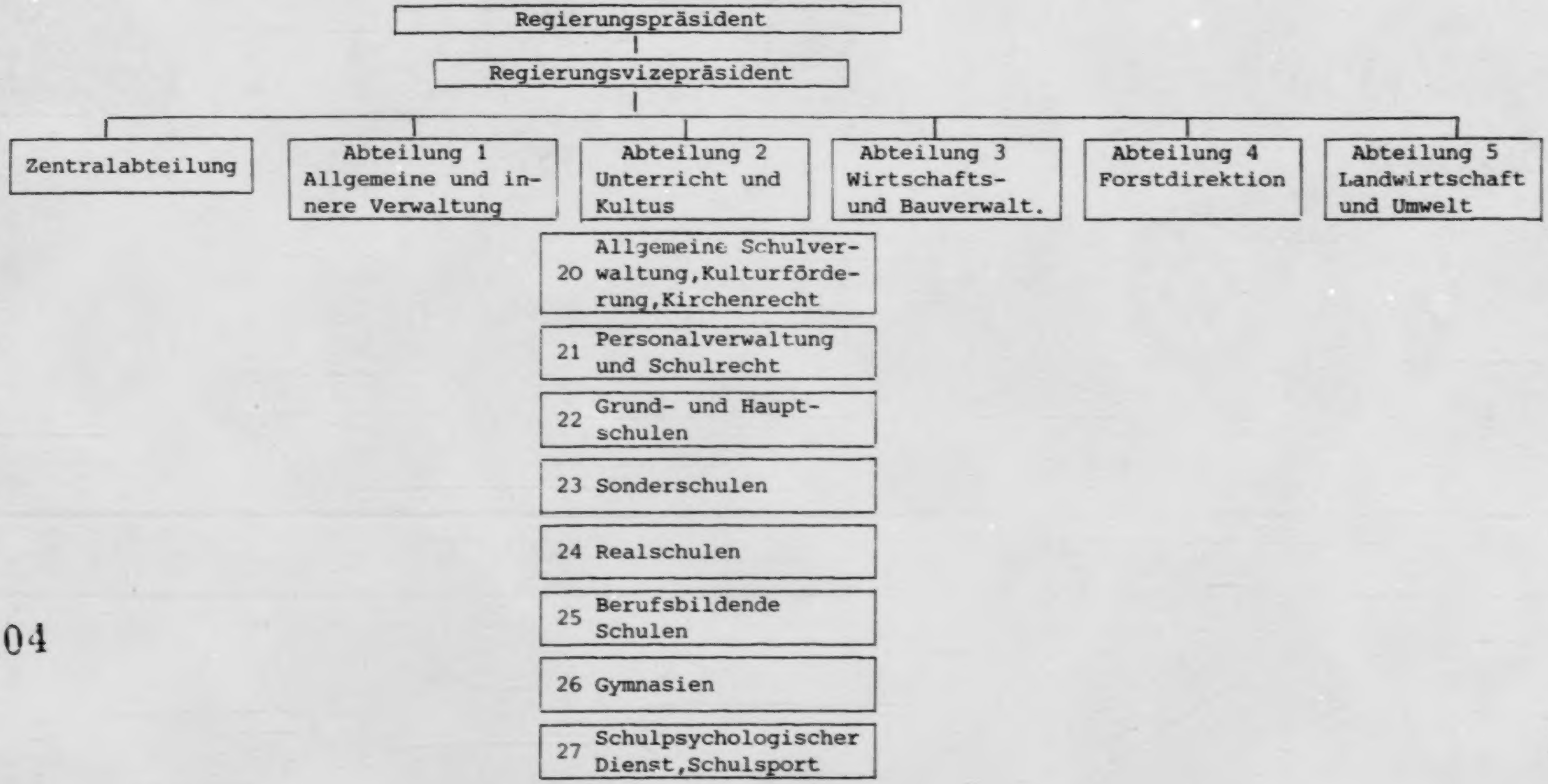
The third major issue in party-political discussion on education is the reform of the upper level of the Gymnasium. The lively debate on the degree of choice and specialisation at this stage of children's school careers will continue for some time.

Lastly, the highly flexible dual system of vocational training which combines a block-release attendance at a vocational school with industrial experience has proved its worth over the years. Nevertheless our society is still being confronted with considerable problems in this area as well.

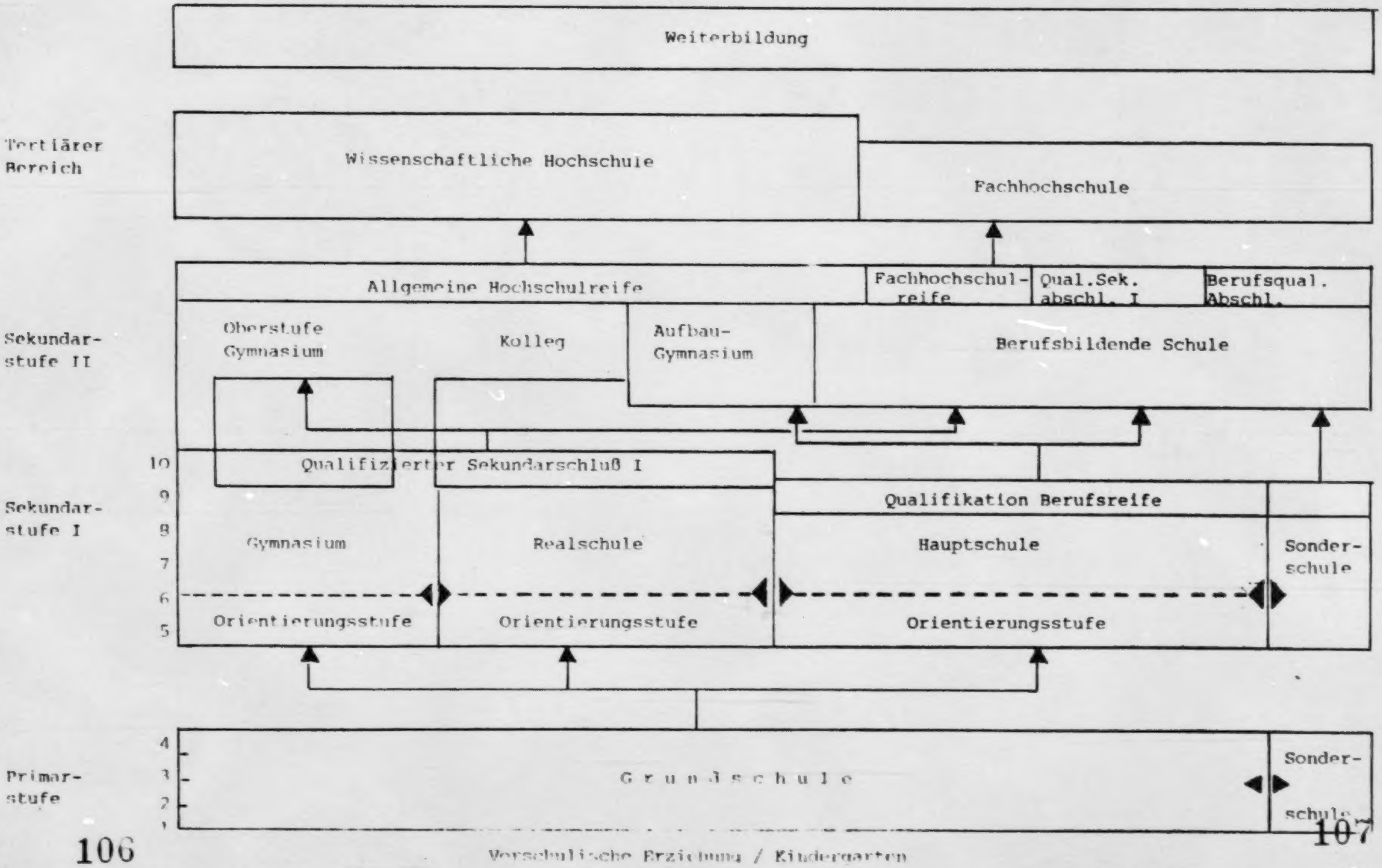
Ultimately we must ask ourselves: what do we want our children to learn? Is the school primarily an instrument of social change, is the children's ability to criticise their parents, the state, society, all we want to achieve? The answer surely must be: no. Criticism as the sole yard-stick of educational achievement is bound to lead to frustration.

The present crisis of our society calls for positive action, for the setting of new standards, the provision of Christian and humanist values which in recent years have been cast away all too hastily. Teaching young people to overcome obstacles, to take a stand, and to respect the views of others, to be prepared to take on responsibility - those are essential prerequisites for the survival of Western democratic societies, including our own.

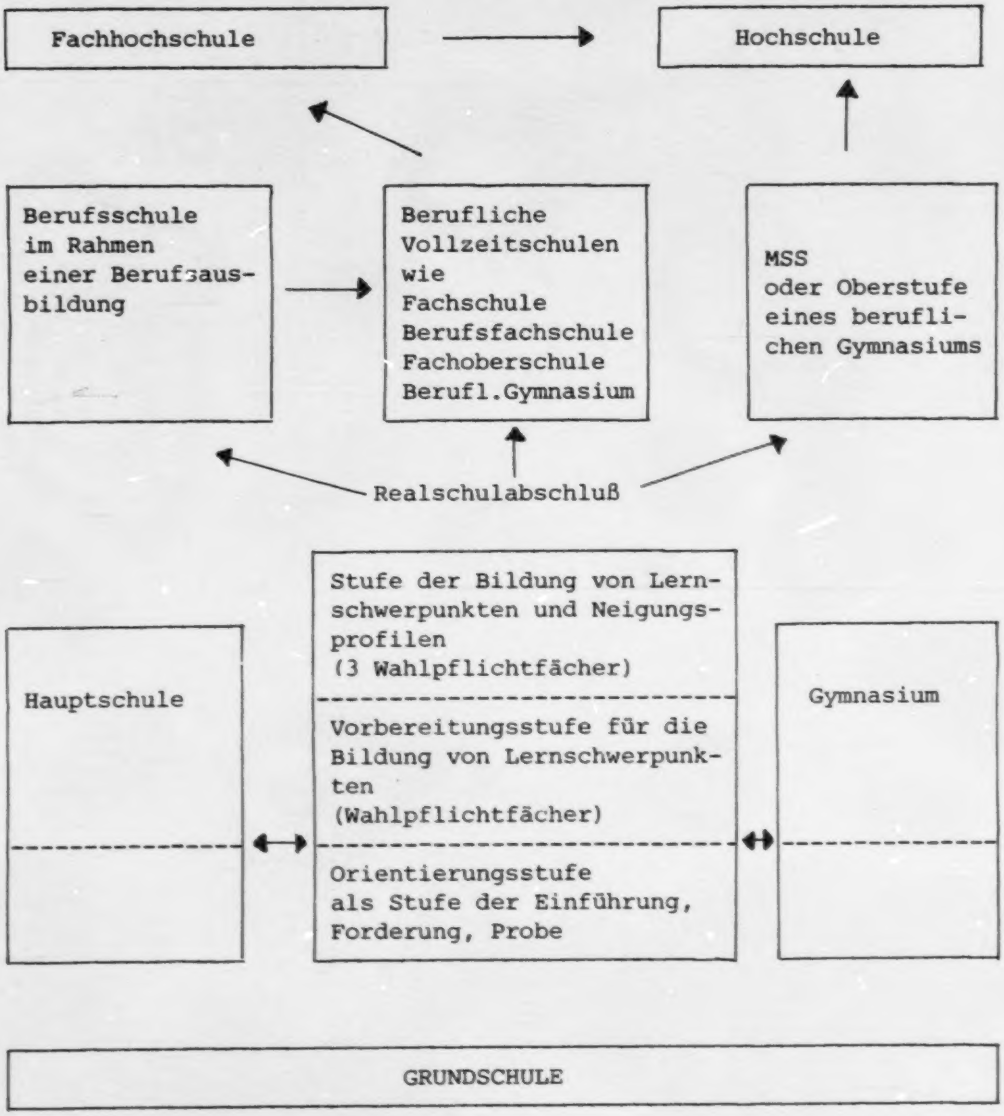
ORGANISATIONSPLAN DER BEZIRKSREGIERUNG RHEINHESSEN-PFALZ


Regierungspräsident
Regierungsvizepräsident
Zentralabteilung
Abteilung 1 Allgemeine und innere Verwaltung
Abteilung 2 Unterricht und Kultus
Abteilung 3 Wirtschafts- und Bauverwalt.
Abteilung 4 Forstdirektion
Abteilung 5 Landwirtschaft und Umwelt
20 Allgemeine Schulverwaltung, Kulturförderung, Kirchenrecht
21 Personalverwaltung und Schulrecht
22 Grund- und Hauptschulen
23 Sonderschulen
24 Realschulen
25 Berufsbildende Schulen
26 Gymnasien
27 Schulpsychologischer Dienst, Schulsport

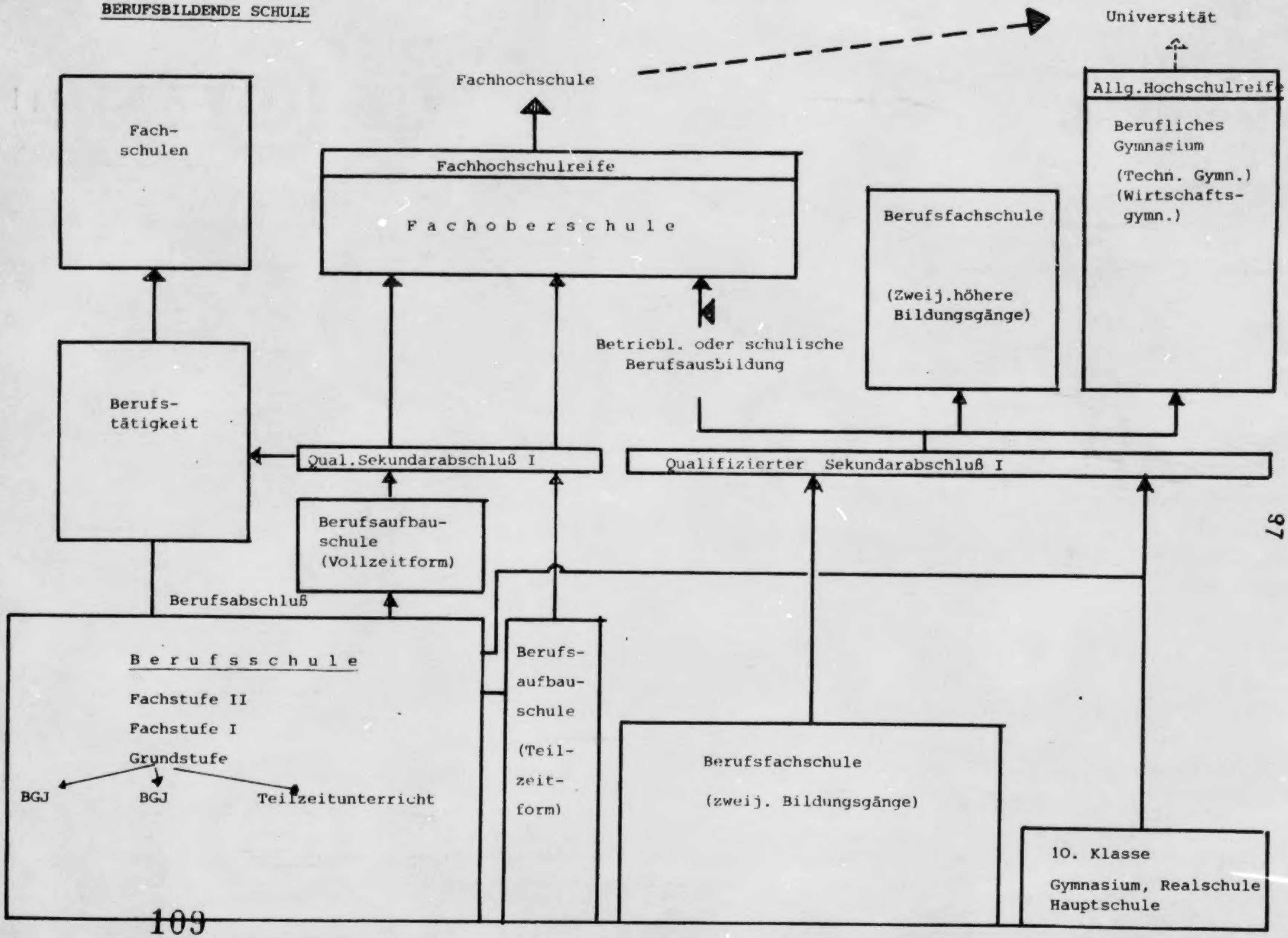
THE SCHOOL SYSTEM IN RHINELAND-PFALZ (A separate booklet in the English language on this theme was handed to the participants)


Weiterbildung
Tertiärer Bereich
Wissenschaftliche Hochschule
Fachhochschule
Allgemeine Hochschulreife
Fachhochschulreife
Qual.Sek. abschl. I
Berufsqual. Abschl.
Sekundarstufe II
Oberstufe Gymnasium
Kolleg
Aufbau-Gymnasium
Berufsbildende Schule
10
Qualifizierter Sekundarschluß I
9
Qualifikation Berufsreife
Sekundarstufe I
8
Gymnasium
Realschule
Hauptschule
Sonderschule
7
6
5
Orientierungsstufe
Orientierungsstufe
Orientierungsstufe
4
3
2
1
Primarstufe
Grundschule
Sonderschule
Vorschulische Erziehung / Kindergarten

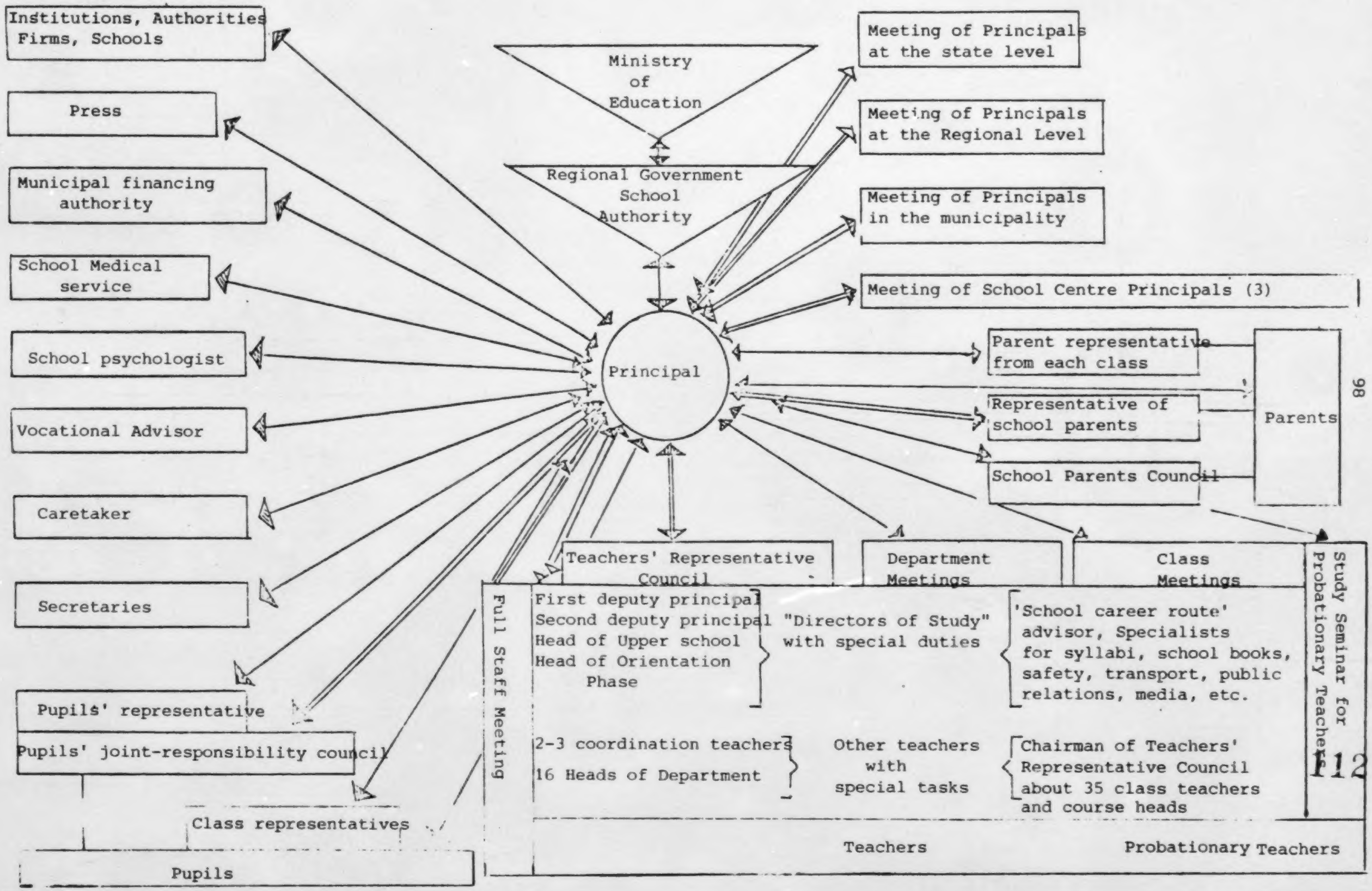
AUFBAU DER REALSCHULE UND EINORDNUNG IM SCHULWESEN


Fachhochschule
Hochschule
Berufsschule im Rahmen einer Berufsausbildung
Berufliche Vollzeitschulen wie Fachschule Berufsfachschule Fachoberschule Berufl.Gymnasium
MSS oder Oberstufe eines beruflichen Gymnasiums
Realschulabschluß
Stufe der Bildung von Lernschwerpunkten und Neigungsprofilen (3 Wahlpflichtfächer)
Vorbereitungsstufe für die Bildung von Lernschwerpunkten (Wahlpflichtfächer)
Orientierungsstufe als Stufe der Einführung, Forderung, Probe
Hauptschule
Gymnasium
GRUNDSCHULE

BERUFSBILDENDE SCHULE


Universität
Fachhochschule
Allg. Hochschulreife
Berufliches Gymnasium
(Techn. Gymn.)
(Wirtschaftsgymn.)
Fachschulen
Fachhochschulreife
Fachoberschule
Berufsfachschule
(Zweij. höhere Bildungsgänge)
Betriebl. oder schulische Berufsausbildung
Berufstätigkeit
Qual. Sekundarabschluß I
Qualifizierter Sekundarabschluß I
Berufsaufbauschule (Vollzeitform)
Berufsabschluß
Berufsschule
Fachstufe II
Fachstufe I
Grundstufe
BGJ
BGJ
Teilzeitunterricht
Berufsaufbauschule (Teilzeitform)
Berufsfachschule
(zweij. Bildungsgänge)
10. Klasse
Gymnasium, Realschule
Hauptschule

Coordination tasks of the Principal as seen at the State grammar school in the School Centre at Mundenheim, Ludgwigshafen


Institutions, Authorities Firms, Schools
Press
Municipal financing authority
School Medical service
School psychologist
Vocational Advisor
Caretaker
Secretaries
Pupils' representative
Pupils' joint-responsibility council
Class representatives
Pupils
Ministry of Education
Regional Government School Authority
Principal
Meeting of Principals at the state level
Meeting of Principals at the Regional Level
Meeting of Principals in the municipality
Meeting of School Centre Principals (3)
Parent representative from each class
Representative of school parents
School Parents Council
Parents
Teachers' Representative Council
Department Meetings
Class Meetings
Study Seminar for Probationary Teachers
Full Staff Meeting
First deputy principal
Second deputy principal
Head of Upper school
Head of Orientation Phase
"Directors of Study" with special duties
'School career route' advisor, Specialists for syllabi, school books, safety, transport, public relations, media, etc.
2-3 coordination teachers
16 Heads of Department
Other teachers with special tasks
Chairman of Teachers' Representative Council
about 35 class teachers and course heads
Teachers
Probationary Teachers

Distribution of Tasks on the basis of verbal commitments

Principal

Organisation Control Coordination Information Initiation Representation

Responsible for the running of the school (Basis: Service Instructions for Principals and Teachers in State Schools)

- Advancement of cooperative work between teachers, parents and pupils
- Initiating educational and subject-related discussions
- Care that the Subject Study Guides (Syllabi) are followed
- Coordination of the awarding of marks
- Distribution and reporting of information to whole staff conference, school parents' council and pupil representatives
- Instructional time-tabling and allocation of teachers
- Preparation and execution of class and whole staff conferences and official appointments
- Induction, advancement and assessment of teachers
- Representing the school
- Granting leave to teachers
- Registration, releasing and granting extended leave to pupils
- Supervision of buildings
- Supervision of instruction in own subject-area including control of class tests and exercises in German, History, Geography, Social Studies, Latin

and other duties

1st Deputy Principal

- Time-table
- Distribution of Rooms
- Substitute planning
- Supervision
- Controlling and Applying for financial resources
- Questions relating to construction and repairs of buildings
- Supervision of school capital and adminsitration of collections
- Supervison of instruction and control of class tests and exercises in Mathematics, Physics, Chemistry and Biology
- Instructional visits in consultation with the Principal

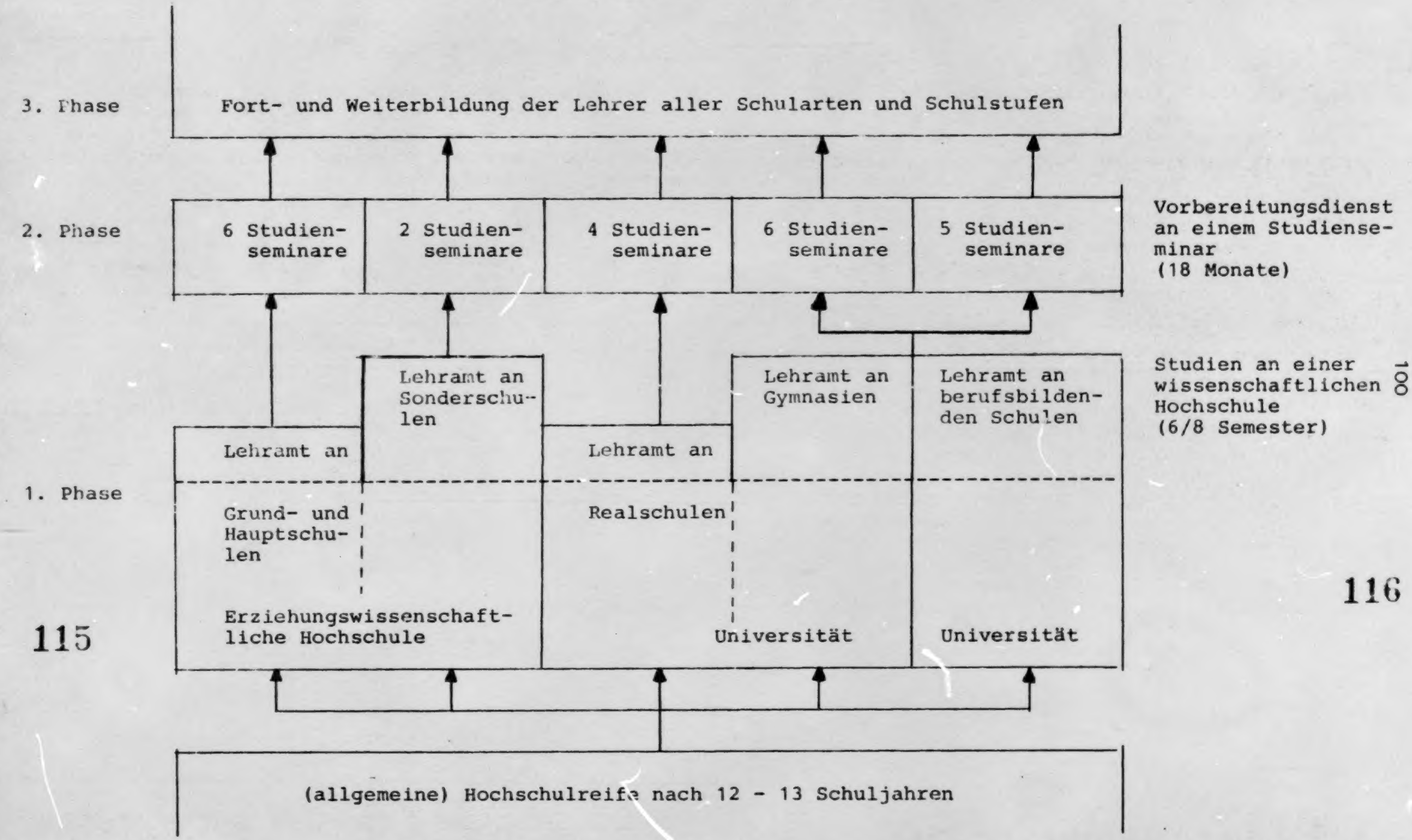
2nd Deputy Principal

- School festivals and celebration of all kinds
- Calculation of overtime
- Further professional development and in-service training schemes and activities
- Coordination of pupil exchanges
- Administration of syllabi
- Supervision of instruction and control of class tests and exercises in French, English, Russian, Music, Art and Religion
- Instructional visits in consultation with principal

Graded Posts	1.	2.	3.	4.	5.
	Direction of Upper Secondary School	Pupil school programme counselling	Direction of Orientation Stage school books, lists, certificates	Assisting with time-table, room distribution, substitution, statistics	Direction of middle school, caring for student and probationary teachers, transport, safety and security.

TEACHER TRAINING IN RHINELAND-PALATINATE

LEHRERAUSBILDUNG IN RHEINLAND-PFALZ


3. Phase
Fort- und Weiterbildung der Lehrer aller Schularten und Schulstufen
2. Phase
6 Studienseminare
2 Studienseminare
4 Studienseminare
6 Studienseminare
5 Studienseminare
Vorbereitungsdienst an einem Studienseminar (18 Monate)
Lehramt an Sonderschulen
Lehramt an Gymnasien
Lehramt an berufsbildenden Schulen
Studien an einer wissenschaftlichen Hochschule (6/8 Semester)
Lehramt an
Lehramt an
1. Phase
Grund- und Hauptschulen
Realschulen
Erziehungswissenschaftliche Hochschule
Universität
Universität
(allgemeine) Hochschulreife nach 12 - 13 Schuljahren

TEACHER TRAINING IN RHEINLAND-PFALZ

Bernd Vorholz

Requirement: "Hochschulreife", i.e. "Abitur" (the school leaving examination after usually 13 school years)

Main features:
- 1) the training is specifically organized according to the various school types
- 2) the training is based on the principle of 'the specialist teacher'
- 3) the training is organized in two phases

1. School type-orientated teacher training

Due to the various school types there are differing teaching positions ("Lehrämter") and consequently different kinds of teacher training:

for teachers at "Grund- und Hauptschulen"
(9-year 'elementary' schools)

at "Realschulen"
(six-form high schools or middle schools leading up to 'O-level' stage)

at "Sonderschulen"
(schools für educationally subnormal children)

at "berufsbildende Schulen"
(vocational schools)

at "Gymnasien"
(9-year secondary schools leading up to the "Abitur")

The training (first phase) for the prospective teachers at "Grund- und Hauptschulen" and "Sonderschulen" is provided by the three educational colleges of the "Erziehungswissenschaftliche Hochschule Rheinland-Pfalz" in Landau, Mainz, and Koblenz.

The training for the prospective teachers at "Realschulen", vocational schools, and "Gymnasien" is provided by universities (in Rheinland-Pfalz: Mainz, Kaiserslautern, Trier).

Lenght of course:
- no less than 6 terms for teachers at "Grund- und Hauptschulen" and "Realschulen"
- no less than 8 terms for teachers at "Sonderschulen", vocational schools, "Gymnasien"

Contents of studies:

- academic studies
- didactics (subject-orientated)
- pedagogics

Priorities vary according to the type of school the teacher is trained for.

Conclusion of studies: "Erstes Staatsexamen" (final State examination for the various teaching positions)

2. The 'specialist teacher' principle

Normally two subjects are to be taken up for studies and teaching. The choice of studies is largely unrestricted so that many combinations are possible. In the past the advantages of the 'specialist teacher' were emphasized. Presently, however, the dangers and disadvantages of this system are being discussed.

3. The two-phase system of teacher training

First phase: studies at educational colleges or universities

Second phase: "Vorbereitungsdienst" as a Civil Service probationer at a "Studienseminar" (there are seminars for each school type closely linked with the respective schools to introduce prospective teachers to the didactics and methodology of their subjects by means of theoretical courses and supervised teaching)

Lenght of course: 18 months

Priorities of the first phase: academic studies

Priorities of the second phase: the practical side of teaching with its theoretical background

Conclusing of course: "Zweites Staatsexamen" (second State examination for the specific positions at the various school types)

STATE INSTITUTE FOR THE IN-SERVICE EDUCATION OF TEACHERS IN RHINELAND-PALATINATE

Dr. Hans Simonis

1. Name and Address

Staatliches Institut für Lehrerfort- und -weiterbildung
des Landes Rheinland-Pfalz

Butenschönstrasse 1
6720 Speyer

2. Status

The SIL Speyer is a state institution directly controlled by the Ministry of Education of the Land Rheinland-Pfalz

3. Foundation and Functions

The promulgation of the foundation of the SIL Speyer dates back to 1970. In this decree the functions of the institute are laid down:

a) to execute measures for further professional training of teachers from all types of schools,
b) to analyse and evaluate continuously all scientific findings, especially those in pedagogics and curriculum-research, which are relevant to the content and method of further professional training of teachers,
c) to develop measures for further professional training of teachers in cooperation with other regional or supra-regional institutions and associations and to make them available to the teachers in Rheinland-Pfalz

(official gazette of the Ministry of Education 15/1970, p. 355)

The institute carries out primarily conferences, courses, study-groups, meetings in association with the media, correspondence courses as well as pilot schemes. The courses take place in conference rooms owned by the institute or in hired conference halls in all parts of Rheinland-Pfalz.

They are available for participation to the teachers at schools in Rheinland-Pfalz either under the auspices of the SIL Speyer alone or in cooperation with other organizations.

4. Publications

The programme of courses by all the institutions for further professional training of teachers in Rheinland-Pfalz is published in the "Joint Plan of Events" which appears twice annually, for the half year following the date of publication. 25,000 copies of the plan are sent to all schools in Rheinland-Pfalz.

The findings of the courses of the further professional training as well as additional material for further training are published by SIL Speyer in their "publication series" (12 titles so far) and in their "study materials" with more than 50 titles so far.

5. Advisory Bodies

For advice on the SIL programme, the Minister of Education appoints an advisory board for 3 years at a time. In addition, on proposal by the advisory board, the Minister of Education appoints specialized advisory boards for various projects.

6. Structure of Organization

In accordance with the tasks it faces, the SIL Speyer is divided into 6 specialized departments and one administrative department. The function of the specialized departments is the planning, execution and evaluation of activities of further professional training for teachers from different types of schools with regard to specific themes, including the preparation of publications and the cooperation with other organizations. The task of the administrative department is handling all administrative matter which occurs within the framework of the activities of the SIL Speyer including the budgeting. The "Director of the SIL Speyer" is the head of the institute.

7. Staff

At present (15th October 1979) this includes: 9 civil servants, 6 fulltime employees, 7 part-time employees, 2 civil servants on full secondment and 2 civil servants on part-time secondment.

More than 1000 free-lance contributors are engaged annually for the organization of courses, for lectures and for evaluation studies.

8. Finances

In 1978 the SIL Speyer had approximately DM 1.6 million from the Land (State) budget at its disposal for covering the expenses of participants and speakers.

9. Statistical Date from 1978

During 1978 the SIL Speyer organized a total of 812 events at which approximately 20,800 participants were counted. In addition, there were 224 other events under the auspices of other organizations at which, with the financial support of the SIL Speyer, approximately 1400 teachers took part, so that during 1978, with the aid of SIL Speyer, a total of approximately 22,000 teachers were assisted in their further professional training.

10. Focal Points of Work during 1978

Themes for further professional training in the field of implementation of the curriculum were the secondary intermediate stage, the secondary stage I, the orientation stage; in the field of academic subjects and teaching methods, foreign languages, mathematics, natural sciences, music, world of work, sport; in the field of educational science, concrete problems of education and guidance.

Themes for further professional training were intended for the preparation of corresponding examinations to attain teaching certificates in such subjects as music and fine arts. Courses in information science, sport, ethics, behaviourial science and pedagogics for special schools were available with the objective of gaining teaching certificates. Teachers of special schools were aiming towards special examination objectives in tailor-made courses. Many events were staged in cooperation with universities.

Pilot schemes were carried out with financial support from the Federal Ministry of Education and Science in the fields of world of work in the secondary modern school, music in the primary school, audio-visual media, dyslexia and training of guidance teachers.

FURTHER PROFESSIONAL EDUCATION OF TEACHERS IN RHEINLAND-PFALZ

Dr. Hans Simonis

1. What is understood by further professional training/further academic and professional training?

Further professional training:
Courses which serve as in-depth studies and complementation of the knowledge required for teaching in the fields of academic subjects and teaching methods, science of education and organization of schools and school reform and curriculum-planning.
(circular by the Ministry of Education of 12th February 1974, official gazette 5/1974, p. 136 ff)

Further academic and professional training:
Courses which serve "to supplement teaching qualifications in order that a further subject may be taught (further training for the teaching position held)
or
to extend the teaching qualifications in order that a different position may be taken up (further training for teaching in a different type of school)"
(circular by the Ministry of Education of 12th February 1974, official gazette 5/1974, p. 136).

2. Who organizes the courses?

- The Institute of the Federal State of Rheinland-Pfalz for Further Professional Training of Teachers (SIL) in Speyer
- Government and non-government organizers together with the Institute of the Federal State of Rheinland-Pfalz for Further Professional Training of teachers
- Further professional training institutions of the churches

- Teaching unions and other independent associations (circular by the Ministry of Education of 22nd June 1972, official gazette 14/1972, p. 327 ff)

3. Who may participate?
   - At courses for further professional training: full-time teachers at schools (government and state recognized) in Rheinland-Pfalz, who are teaching or are qualified to teach at schools the type of which were indicated in the course programme (part-time teachers on application).
   - At courses for further academic and professional training: full-time teachers at schools (government and state recognized) in Rheinland-Pfalz, who are qualified to teach at schools the type of which were indicated in the course programme (part-time teachers on application).
     (circular of the Ministry of Education ov 22nd February 1974, official gazette 5/1974, p. 136 ff).

4. How to register?
   - SIL Speyer courses: with green registration form via the headmaster
   - ILF courses: with yellow registration form via the headmaster
   - EFWI Landau courses: with blue registration form via the headmaster
   - Courses by government and non-government organizers together with SIL Speyer: with pink registration form via the headmaster
   - Courses by teaching unions and other independent associations: in this case, it has first to be ascertained from the Ministry of Education whether the course, in accordance with section 144 paragr. 5 of the LBG can be recognized as serving mainly the public interest. After acknowledgement (publication in the official gazette or single permission) registration at SIL Speyer with green registration form via the headmaster.

(circular by the Ministry of Education of 22nd June 1972, official gazette 14/1972, p. 327 ff).

5. How to be admitted

Admissions are granted - provided all prerequisites are fulfilled - by the corresponding course organizer in writing. The letter of admission is conveyed to the applicant via the headmaster.
(circular by the Ministry of Education of 22nd June 1972, official gazette 14/1972, p. 327 ff).

6. How about leave?

The headmasters are responsible for allocating leave up to 6 working days per year. The Ministry of Education is responsible for any additional leave (maximum up to 12 working days per year) (circular of 22nd June 1972, official gazette 14/1972, p. 327 ff).

7. What costs may arise?

Generally the organizers - if the location of the course makes it possible - are responsible for financing accommodation and subsistence. If this is not the case, the participants receive a grant towards these costs, in accordance with the circular by the Ministry of Education of 17th January 1967, official gazette 1967, p. 46. The terms of this circular state that a grant towards transport cost of up to the equivalent costs of regular transport (railway: 2nd class) will be paid. For certain courses, a contribution by the participants is required. For courses by teaching unions and other independent associations, the SIL Speyer may contribute a grant towards the cost of participation within the framework of its budgetary means and on prior application.

8. What does the course structure look like?

The range of courses comprises conferences (one-day courses), courses lasting several days, regional seminars of different themes and composition, usually combined with the media (correspondence course material), correspondence courses and special courses.

9. Who teaches on the courses and where do the courses take place?

Besides the institutes' speakers, university lecturers, teachers, civil servants of the educational authorities, professional people etc. give lectures and seminars. The courses take place in various localities and universities in Rheinland-Pfalz, some specific courses also in other federal Länder and abroad.

10. Who determines the programme?

The programme is planned by the respective organizers in agreement with the Ministry of Education. The institutes' advisory boards for the programme assist in preparation of the programme. In order to achieve agreement between the institutes "coordination conferences" are held regularly.

11. Are publications available?

Subsequent to the courses, the SIL Speyer and the ILF Mainz regularly publish materials (limited editions) which may be obtained from these institutes on payment of a stamp duty.

12. Where can one obtain further information?

Twice a year, a joint course programme of the institutes is published which is sent to all schools and teacher training seminars. On application, the brochure may also be obtained from the SIL Speyer or other institutes. This course programme, besides containing a survey of the courses available, also gives information about important administrative and organizational points and a list of all available publications.

REGIONAL EDUCATIONAL CENTRE

Ute Rampillon

Address:

Regionales Pädagogisches Zentrum
Bahnhofsplatz 5-7
6550 Bad Kreuznach

WHAT IS THE RPZ?

- The RPZ was established by the Ministry of Education of the Rhineland-Palatinate on 19.6.74 and has been operating in Bad Kreuznach since 1.7.74.
- The RPZ - as an experiment - was originally financed by the "Stifterverband für die Deutsche Wissenschaft", "the Bundesministerium für Bildung und Wissenschaft" (BMBW), the Ministry of Education of the Rhineland-Palatinate. Since 1978 it has been financed by the 'Land' alone.
- The RPZ works in conjunction with 44 schools: 10 Gymnasien, 7 Realschulen, 25 Hauptschulen, 3 Berufsbildende Schulen.
- The RPZ used to concentrate entirely on the Sekundarstufe I, i.e. forms 5 to 9/10 of the Hauptschule, Realschule and Gymnasium and since 1978 deals with Sekundarstufe II as well as the Grundschule.
- The RPZ works in the following school subjects
    - Mathematics
    - English
    - Social Studies
    - Vocational Teaching and
    - Pedagogics

WHAT DOES THE RPZ DO ?

The RPZ

- is a meeting place for the teachers of the area
- supplies hints and material for the daily work in class,
- informs the teachers promptly by "Information" about didactic developments, new publications and the use of media,
- aims at a close cooperation between the different types of schools in the area, e.g. by conferences of teachers of a certain subject from different schools,
- works at the realisation of the new curricula in practical teaching,
- organizes collaboration between the teachers of the different schools, e.g. in the development and evaluation of teaching models,
- contributes to the didactic and methodical training of the teachers by involving them in the work on the teaching models (Unterrichtsmodelle)

FOR WHOM IS THE RPZ ?

The RPZ deals chiefly with the teachers in its area

- to close the gap between educational administration and research and school reality,
- in order to arouse their interest in the work with the new curricula,
- in order to have them participate in curricular decisions,
- to motivate them to exchange their teaching experiences,
- to encourage them to cooperate with parents and pupils

WITH WHOM DOES IT COOPERATE ?

The RPZ cooperates with

- the centre for curriculum development in the Rhineland-Palatinate (ALK)
- the didactic committees of the subjects dealt with by the RPZ
- private and official teacher training and further education institutions,
- various German universities.

WHICH PUBLICATIONS ARE AVAILABLE FROM THE RPZ ?

The RPZ has 3 different publications:

the RPZ Teaching Models
the RPZ Information
the RPZ Annual Report

TRAINING OF SCHOOL HEADS IN RHINELAND PALATINATE

Peter Jäger

1. A formalized training system for school heads to qualify a Head before he may be appointed does not exist in Rhineland-Palatinate (nor in other States of the Federal Republic of Germany).

2. Usually the school head gains the necessary qualifications when he is in office. He can take advantage of the scheme offered by the In-Service Training of Teachers system.

3. Within the framework of a research project an effort is being made to develop a certificate in Educational Administration for teachers, who are interested, but who do not yet hold a position of responsibility. It is achieved through a multiple-stage course system to prepare for the position of school head. The certificate is awarded through the examination of the teachers' efforts to qualify themselves.

4. If these courses are to bring advantages for the candidates for a position of school head when they apply for a position, they have to be oriented towards the selection criteria. In Rhineland-Palatinate these are:
   a) previous record in the school service shown through the certificates and service regulations
   b) didactical and methodological abilities (demonstrated in a model lesson)
   c) didactical and methodological abilities to observe and evaluate teachers (demonstrated in the analysis and evaluation of a model lesson of another teacher).
   d) ability to chair conferences (demonstrated through the handling of an educational or didactical and methodological or school organizational theme in a teaching-staff conference).

5. Apart from these relevant criteria in the selection of school heads, it appears to us that the main quality of the school head lies in his ability to manage innovation in his profession. In programmes for in-service training of teachers aspiring to be school heads and in the in-service education of school heads, this competence needs to be stressed.

Overview of whole scheme

	Detailed Programme	Distance Learning Programme	Programme with limited, selected aspects	Self-organized working group
Objectives	Comprehensive qualification	Qualification in staff leadership	Specific qualification for current duties	Exchange of experience and regional co-operation
Content	School Org. School Law/ Budgeting & Planning Personnel & Climate Innovation & Development Pedagogical Tasks	Delegation Control Conferences Conducting discussions, interviews (verbal interaction)	e.g. - evaluation of teachers - integration of foreign pupils and teachers - curriculum reform	Free choice by participants
Form	6 one week courses Practicum between courses Study material	Correspondence courses Individual study Study tasks Correction Service Learning Groups possible	Conferences, Courses, and instructional courses	Afternoon sessions
Terminal examination	- examination possible - school administration certificate	Certificate of Studies	Attestation of participation	Not applicable

Part III - WORKSHOP (Annex)

WORKSHOP TASKS AND RESULTS

During the Workshop the participants met in International Groups for Tasks 1, 4 and 5 and in National Groups for Tasks 2 and 3.

A2

EUROPEAN FORUM ON EDUCATIONAL ADMINISTRATION

Workshop

29th and 30th August 1980

Task 1 (International Group)

Decide if additional items (up to a maximum of five) should be added to this list of professional development needs related to effective school leadership.
Examples of what is understood by the terms are given on the next page.
The order in which the items appear has no significance.

- Personnel Management
- Interpersonal Skills
- Self-management
- Institutional Planning
- Resource Management
- Curriculum Skills
- Management of Innovation
- Organizational Skills
- Relating to Governmental Systems
- Relating to Parents, Neighbourhood and Community

Task 1 : Examples of what is understood by the terms

1. Personal Management
   - planning
   - recruitment
   - development
   - appraisal

2. Interpersonal skills
   - communicating
   - motivating
   - counselling
   - handling conflict
   - committees and chairmanship

3. Self-management
   - managing stress
   - management of one's own time
   - self awareness

4. Institutional Planning
   - assessing information from within and outside the school
   - forecasting trends and needs
   - determining policies and priorities
   - institutional evaluation
     (organizing, reporting results, discussing results)

5. Resource management
   - estimating
   - budgetary control
   - financial management

6. Curriculum Skills
   - development of curriculum
   - management of curriculum

7. Management of Innovation
   - creating innovations
   - reacting to innovations
   - responding to innovations
   - implementing

8. Organizational Skills
   - devising internal management structures
   - devising academic structures and record systems
   - allocating duties and tasks

9. Relating to Governmental systems
   - reporting to regulatory system
   - reporting to Regional, State, National System
   - negotiating
     - with regulatory system
     - with other authorities, e.g. separate finacial authority

10. Relating to Parents and Neighbourhood (community)
   - reporting school's work to parents and neighbourhood (community)
   - facilitating parent and neighbourhood (community) involvement

Task 1 (Results)

- Personnel Management
- Interpersonal Skills
- Self-management
- Institutional Planning
- Resource Management
- Curriculum Skills
- Management of Innovation
- Organizational Skills
- Relating to Governmental Systems
- Relating to the Local Environment
- Knowledge of Laws
- Educational Leadership
- Relating to Pupils/Students
- School as a System in relation to other Environmental Systems
- Developing a philosophy of headship

Task 1 (Results): Examples of what is understood by the terms

1. Personnel Management

   - planning
   - recruitment
   - development
   - appraisal
   - experience in teachers' in-service education and training
   - management of professional and non-professional staff

2. Interpersonal Skills

   - communicating
   - motivating
   - counselling
   - handling conflict
   - committees and chairmanship
   - group behaviour
   - group leadership

3. Self-management

   - managing stress
   - managment of one's own time
   - self awareness
   - self development

4. Institutional Planning

   - assessing information from within and outside the school
   - forecasting trends and needs
   - determining policies and priorities
   - institutional evaluation
     (organizing, reporting results, discussing results)
   - determining policies, goals and values

5. Resource Management

   - estimating
   - budgetary control
   - financial management

6. Curriculum Skills

   - development of the curriculum
   - management of the curriculum

7. Management of Innovation

   - creating innovations
   - reacting to innovations
   - responding to innovations
   - implementing

Task 1 (Results): Examples of what is understood by the terms (continued)

8. Organizational Skills

- devising internal management structures
- devising academic structures and record systems
- allocating duties and tasks
- understanding the school as an organization

9. Relating to Governmental Systems

- reporting to regulatory system
- reporting to Regional, State, National System
- negotiating with regulatory system
- negotiating with other authorities
- experience in administration

10. Relating to the Local Environment

- community
- public relations
- relation to professional groups
- parents
- church
- local industry
- culture
- press
- politicians

11. Knowledge of Laws

- law in relation to school
- personal rights
- youth and social laws

12. Educational Leadership

- supervision
- advising
- methodology
- discipline
- school events

13. Relating to Pupils/Students

- dealing with individuals and groups
- dealing with seriously disruptive
- dealing with seriously disturbed

14. School as a System in relation to other Environmental Systems

- system analysis

15. Developing a Philosophy of Headship

- role of the head
- styles of leadership
- awareness of values in relation to managing
- approaches to managing

Tasks 2 and 3

Task 2: In your opinion, which professional development needs are relevant to which roles in your country?
Note: The order in which the items appear has no significance. This is not a rank-ordered list.

2.1 List of items from Task 1 will be transferred to Matrix
2.2 Mark relevant needs with "X"
2.3 Non-relevant needs remain blank

Task 3: Are professional development programmes or schemes offered to cover these needs?

3.1 Mark "Xs" with square if "well covered" : $\boxed{\text{X}}$
3.2 Mark "Xs" with circle if "poorly covered": Ⓧ
3.3 Items remain as "X" if seen as need but not covered: X

Item Number	Role Level Needs (from Task 1)	Central or regional ed. authority officials	School head, Schulleiter, Skolledar, etc.	Other in-school administrators (e.g. vice-principal, head-of-department)	Teachers					Other groups (specify)	(Extend as necessary)
1											
2											
3											
. .											
. .											
. .											
15											

A7

A8

Comment on the activities of Tasks 2 and 3 and introduction to Tasks 4 and 5

T.M.E.Liket

Saturday, 30th August 1980

I should like to tell you about the experiences of the Planning Group after yesterday's sessions and a very stimulating meeting with the chairmen of the international groups. Then I will inform you about what we expect you to do to-day, especially in the two sessions this morning in international groups. Finally, I will try to give you an idea about the end of the Workshop and the reports which are to be made.

So first some remarks on the collective results of Tasks 2 and 3.

What struck us first is the fact that the problems were very great with defining the "Role Level" groups. Nearly every country had problems with identifying the right groups of personnel that were mentioned. Only in one case there was correspondence and happily in an area which had special interest: that of the school leader. The differences in the participating countries between the mentioned groups besides the school-leaders are so tremendous, that it is hardly possible to make any comments on the overall results. For this reason, we suggest you limit your discussions to-day to the field of "chef d'établissement"/the school leader, both of primary and secondary education. You will receive a summary of results of Tasks 2 and 3 which is limited to the school-leaders.

Secondly, the fact has to be stressed that in more decentralised systems the relevance of coverage is very weak. The opinions about coverage are very different and in that case you will have to take the benefit of the doubt and conclude that there will be coverage somewhere in the country. That leads to the strange conclusion that in several countries everything has been covered, so that you may wonder why a question of programmes for educational administration and its professionalization has to be raised !

A *third* striking outcome of the work of yesterday is the fact that there seems to be a great confusion about terminology. Even within national groups different notions are the subject of intense discussions. The fact that, in translation, ideas about functions and needs are quite confusing should not be surprising, especially when we know that we work in quite different systems.

The *fourth* striking conclusion is that whereas in national groups the differences in opinion are already great, the correspondence in international groups is far more a problem. The systems differ considerably in certain aspects and therefore the comparison is very difficult.

Please now look at Tasks 4 and 5. Remember to limit your discussion to the position of the School Leader, Principal, Head or Chef d'Etablissement.

Task 3 (Results) : Are programmes offered to cover the professional development needs of Principals/Heads ?

(Principals/Heads only) ☒ "well covered", ⊗ "poorly covered", x seen as need but not covered.

Item number	Need / Country	Belgium	Federal Rep of Germany	Denmark (II)	Denmark (I)	England, Wales	Scotland	France	Isreal	Italy	Netherlands	Sweden
1	Personnel Management	x	⊗	x	⊗	☒	☒	☒	x	☒	⊗	☒
2	Interpersonal Skills	⊗	⊗	x	☒	⊗	☒	⊗	x	x	⊗	☒
3	Self-management	x	⊗	x	☒	⊗	x	⊗	x	x	x	☒
4	Institutional Planning	x	⊗	⊗	⊗	⊗	☒	☒		x	x	☒
5	Resource Management	x	⊗	x	⊗	⊗	☒	☒	x	⊗	x	⊗
6	Curriculum Skills	⊗	x	⊗	⊗	☒	☒	⊗	x	x	⊗	☒
7	Management of Innovation	⊗	⊗	x	☒	⊗	☒	⊗		x	⊗	☒
8	Organizational Skills	x	⊗	⊗	☒	☒	☒	☒	x	x	⊗	☒
9	Relating to Governmental Systems	x	⊗	x	☒	⊗	☒	☒		⊗	x	x
10	Relation to Local Environment	x	⊗	x	⊗	⊗	⊗	☒	x	x	x	☒
11	Knowledge of Laws	x	⊗	⊗	☒	⊗	⊗	⊗	x	x	x	⊗
12	Educational Leadership	⊗	⊗	x	☒	⊗	☒	☒	☒	x	⊗	☒
13	Relating to Pupils/Students	⊗	⊗	x	⊗	⊗	☒	☒	☒	x	x	☒
14	School as a System in relation to other environmental systems	x	x			⊗	☒	x	x	x	⊗	☒
15	Developing a Philosophy of Headship	x	⊗	x	⊗	☒	☒	x	x	x	⊗	☒

Task 4: What are the common needs where coverage is given?

4.1: Using the matrices, determine which identified needs for professional development are held in common by most of the countries and which are specific to particular countries?

4.2: What are possible explanations for these patterns?

Synthesis of the group discussions on Task 4

As a first impression, the groups agree that the training needs are more or less similar in all our countries. That is logical, because over and above our political systems, we live in a very open social and cultural environment and, because of that fact, relatively homogeneous. Our pedagogical problems, which are more or less identical, are those of a pluralistic and industrialized society of the Western world. Thus, we understand the similarities of the assessed needs in the field of heads' training.

2. Furthermore, these needs are more and more obvious because:

2.1 the acceleration of history in the past 30 years induces a scientific and technological evolution and thus of curriculum content;

2.2 the reappraisal of traditional values forces us to review our educational aims; and

2.3 parallel to these qualitative changes, the unprecedented schooling effort obliged us continually to appoint new heads who needed training.

3. We must be very cautions in analysing the results of this survey and can offer three explanations for this caution:

3.1 The Matrix did not give an opportunity for a deep analysis of the realities. (See below the example of Israel). Some wordings were confusing: thus, in Scandinavia, the term "primary school" also covers "middle school". Putting a cross on the Matrix did not indicate if we were considering pre-service or in-service training or the degree of decentralization of the training and so on. The questionnaire was closed and this explains why one working group asked itself if it should hang or drown itself.

3.2 Considering the vocabulary or semantics, it is worth noting that it is not certain that all the delegations had the same conceptionalization about the same terms or understood the questions in the same way. Thus, for example, themes 14 and 15 concerning the "school as a system" and "developing a philosophy of headship" do not seem to have been understood in the same way by the participants.

3.3 Concerning the concept itself of the Head, it seems that it often hides different realities, in relation to these national and regional realities. The breakdowns could have been very different from one country to another if we would have asked the participants to rank the various training items according to priorities. To take some examples, it is obvious that:

- The Head's needs in budgetary management are not the same in countries where schools are autonomous and accountable in financial matters and in those which are dependent on a local community, for example, in Germany.
- "Staff Management" also does not have the same meaning when the Head must recruit teachers himself and when he is just in charge of looking after the personnel files and granting leave of absence to a person for a day or two.
- The same problem applies for the pedagogical responsibility of the Head. Thus the need for an in-depth training in "Curriculum Development and Management" seems less urgent in countries where curricula are imposed by higher authorities than in countries where Heads have a greater autonomy and freedom to innovate in this field, i.e. in Great Britain.
- Elsewhere pedagogical renewal ("Management of Innovation") is based on different approaches: sometimes it is stimulated by external forces (by a Ministry or a research body) and sometimes it is stimulated by internal forces, such as the initiative of a teacher, or a team or by the Head himself.

4. These reservations having been made, we must steer towards deeper analyses and clearer definitions of the school Head in our various countries, we can see how parallel the trends in our respective school systems are. Roughly speaking, an identical "problem situation" gives rise to comparable needs and to the necessity of the Head acquiring a new qualification. Thus, everywhere the new concept of authority - where the Head is the leader of a team - creates the need for a deeper initiation in group life, in interpersonal relations and in contacts with the political and social environment. The increasing difficulties in administering, also demand that our Heads have great personal equilibrium and stability and good mental health to enable them to face various stresses. Hence the necessity of training for "Management of the Self". The general search for rationalization of structures (to make them more efficient) and of the full employment of public resources, calls for new training needs in the field of planning, organization and management of resources.

This is a general phenomenon and if blanks have been left on the Matrix (see Denmark and Israel), they do not result from lack of interest in planning, innovation or school environment but from a certain perplexity at some questions, the exact scope of which was not immediately clear.

As a conclusion, this enquiry, if not exhaustive, has not been in vain. It confirmed the feeling we had that we are all in the same boat. That is an important point in itself. We will have to deepen our investigations in order to share our experiences, successes and failures. Our meetings will only be meaningful if they allow us, as Paul Valéry said, "to be enriched by our differences".

Task 5: What is the degree of coverage?

5.1: Using the matrices, determine which identified needs for professional development appear to be

- (a) generally well covered
- (b) poorly covered
- (c) not generally covered

5.2: What needs to be done to remedy the deficit in 5.1(b) and in 5.1(c) ?

Synthesis of the group discussions on Task 5

1.1 The different groups did not attach much importance to the discussion on 5.1, which was talked about in connection with 5.2. The main conclusion was that

Item 1 personnel management
Item 8 organizational skills
and Item 12 educational leadership

were generally well covered in nearly all the countries.

Some groups commented on the Matrix. The results of Tasks 2 and 3, which formed the basis for the discussions of tasks 4 and 5, were considered ambiguous considering the different aspirational levels of the countries and the importance given by some to the quality attained or the quantity provided.

Other groups also looked at the relation between the number of well covered needs and the degree of centralization of the administrative system in the countries involved.

1.2 Concerning the second part of Task 5, first of all some questions and points for discussion.

1.2.1 It was asked whether professional development of heads ought to be mandatory or not.

1.2.2 There seemed to be a concensus concerning the orientation of the programme for the head, that is to say that it is desirable to have, above all, a practical orientation, for example, by an integration of other heads as trainers in the programme.

A15

Task 5 (Synthesis) (continued).

1.2.3 The role of the universities in the programmes was not very clear and agreement was not reached within the groups.

1.2.4 The members of the groups were not very clear concerning the length of training programmes for heads as well as what phases should be offered in the training.

2. Some recommendations

2.1 It was recommended that the European Forum should do some work in the field of the evaluation of the different needs and the programmes covering these needs in the different countries.

2.2 The Forum could be an information centre concerning all the materials and information which exist on educational administration in the different countries in Europe and at the same time the Forum could function as a distribution centre governed by conditions still to be elaborated.

2.3 It was also recommended that the countries which already have a relatively rich tradition in the domain of educational administration should be encouraged to help the countries which are in initial or experimental phases. Seminars covering certain themes could be organized. It was considered important to involve the educational administration societies in the different countries in this matter.

2.4 It was recommended that training programmes for heads should be given a priority where the needs are not well covered, for example on ""Relating to Pupils/Students" (Item 13) and on "Interpersonal Skills" (Item 2).

2.5 The Forum could encourage the countries to have more coherent and coordinated programmes so that more efficacy is attained at the regional and national level.

2.6 The Forum is also asked to encourage national governments to support and stimulate the training of educational administrators in their countries.

2.7 It was also recommended that participants continue reflecting on the categroies with which they have been working during the past couple of days.

Interest Groups

The following themes were suggested by participants as topics for discussion in informal interest groups during the Workshop phase of the Programme:

Exchange of ideas about the way how programmes for the training of principals are carried out in the various countries.

School-head in-service education and training, e.g. internal school organizational development by means of external advisers and trainers.

Comparison of school-based training provision for school heads and other staff.

The development of interpersonal abilities in school head education (methods, techniques, means).

Criteria, methods and techniques in the selection of school heads. (Comparison of experiences in the different European Community countries.)

The development of school climate: the role of the head.

Organizational Development with specific reference to education.

Management of Change, especially change of mission and the implementation of such change.

Contraction Management, i.e. management of schools when rolls are falling.

Internal and External management of large schools.

Methods for evaluating educational institutions.

Freedom and accountability in the educational system.

Lay participation in the local government of education.

Meeting of researchers in the field of educational adminstration: problems and techniques.

Power and accountability of educational authorities in the E.E.C. countries.

Management of and in Adult, Continuing, Community and Recurrent Education.

Tutorial system and counselling.

Teacher autonomy and acccuntability: current tensions.

SUMMARY OF THE REACTION SHEETS

On the final day of the Programme, participants were handed a Reaction Sheet and requested to comment on four aspects:

1) Features of the programme which were particularly helpful and which should be retained.
2) Features of the programme which should be avoided in future activities of the Forum.
3) Other comments about the programme.
4) Suggestions for future activities.

The following pages are a compilation of the comments. The reactions show that the participants felt that the Forum should provide more services and activities than a bi-annual Intervisitation Programme. There is a call for more frequent, perhaps smaller, seminars. There is a need for an effective news information service with reports of developments in educational administration in the European countries. Consideration should be given to naming a person in each country to develop an information bank, which would go beyond the expectations of the duties of a correspondent and the service of a membership list. Useful information and experiences should be provided for all members, rather than the relatively few who participate in the Intervisitation Programmes. Joint projects and documentation of similar fields of interest were foreseen in the original objectives of the Forum. The call for a "Glossary" is a pressing need to reduce misunderstanding and to foster more effective communication.
The Steering Committee will be evaluating these suggestions and deciding on the necessary response.

Features of the programme which were particularly helpful and which should be retained

1 - Study Tour : 31 references

moving through the "system"
the various levels
visits to educational systems
examination of the system
base upwards technique
many resource persons "on location"
opportunities for talking with practiioners and pupils

2 - Groups : 24 references

international groups during workshop (12)
smaller international groups during week (4)
common language international groups (4)
breaking down large group into 2 sub-groups (2)
interactions with representatives from 11 nations

3 - International Workshop : 18 references

workshop wide enough to involve all participants
workshop "idea"
workshop structure
theme
second day
well-prepared tasks
non-native speakers as chairmen

4= Preparatory documentation: 9 references

helps avoid lengthy introduction
briefing
documentation and oral presentation
summary papers (brief but not bland)
broad overview
introduction
getting to know 'jargon' and terminology of another system

Features of the programme which were particularly helpful and which should be retained (continued).

4= Informal contacts: 9 references

opportunities for talking with people in my own position
discussion with colleagues from other countries
informal discussions
personal contacts

6 Training programmes for administrators: 5 references

opportunity to study school leadership programmes throughout Europe

7= Visits to schools: 4 references

7= Optional subjects, interest groups: 4 references

9 Tourism, programmed sight-seeing and relaxation: 3 references

Other comments

the manner of the organization of the programme
  - its format and execution
  - concentrated programme

formal translations better than simultaneous
retention of 3 languages, otherwise there would be restrictions on attendance
display of published material
analysing sessions
rotating same speakers to different groups
blend between planned work and exchange of experience in informal groups
full spectrum of information
ministers' policy speeches (2)
confrontation of different school systems (2 states)

Features of the programme which should be avoided in future activities of the Forum

1 - Language problem : 32 references.

3 languages

language problem (11)

instigate a system of interpretation amongst the participants

some translation infelicities (2)

translation siutations

bad translation into French during the whole programme

restrict languages: host language + one other

circulate instructions in 2 languages and deliver instructions in 1 language

system used for covering 3 languages was laborious and time consuming

translation problem: choice of language grouping (English, French and German)

minimise time with 3 languages

one official language and each language group arrange its own translations

meetings with three languages

three language translations

presentation of long instructions in 3 languages

language misrepresentation

reduce translations / split up into language groups

too much translation

poor translations in plenary session

3 languages - only 1 should be used, sometimes 2

prestige of language must be reduced

2 - Aspects of the Study Tour: 21 references

speakers spoke on generalities, not problems or difficulties

too little time for contemplation, "digestion": pacing.

generalizations

too much attempting to achieve too much during visits

too widespread coverage: in-depth study needed on one or two visits

continual rush and pressure to get work done

too many superficial studies over too broad subject (total school system) c5

Features of the programme which should be avoided in future activities of the Forum (continued)

2 - (continued) Aspects of the Study Tour:

lack of time during Study Tour

too many visits: reduce number
allow more time for questioning and discussion

too much repetition at different levels

too many official presentations

specialize in fewer items, deeper detail

too many visits in one day

too many themes: concentrate on one (management training)

repetition of facts at 3 levels

too many visits : leave out Ministry

leave out Regional level

questioning should be carefully prepared

study tour reports: misunderstandings

too many visits: saturation level

superficiality to be avoided

3 - Workshop organization/ objectives / methods: 13 references

interrupting pattern with plenary and national sessions instead of keeping in homogeneous groups

long term value of workship arguable

avoid reporting back in plenary

minimise formal central session

limitation of topics to those that can be discussed: subsequent meetings should be designed to draw on the body of knowledge built up in social sciences and management studies

written instructions save time

workshop introduction too long

needs analysis too mechanical

small group meetings with mechanical tasks

formal meeting too long

plenary briefing too long (instructions could be given to smaller groups)

avoid previously worked out answers (as in Task A)/ instrumentation (should result from group work)

items should have been sent in from the various countries

C6

Features of the programme which should be avoided in future activities of the Forum (continued)

4 - Grouping : 10 references

need for smaller groups in one language

restrict number of large group activities
more small group activities

groups too large

too many language groups (could not find out about some countries)

national working groups (should prepare before conference)

large formal sessions (e.g. in the Ministry in Wiesbaden) (formality and size of group disadvantages)

long sessions in multi-language group of large size

workshop groups should have been smaller

limit number of large groups

need for small groups of 2-3 people during visits

5 - Travel : 5 references

too much travel during first three days

long drive to Fuldatal

too much travel: stay in one place and be visited by officials

long travelling times (2)

Other comments

display of publications should be improved: more time needed to get to know them

summing up session Thursday evening (Study Tour) reports was very embarrassing (translation problems).

orientation seminar was too long: already covered in the reading

pre-conference preparation should be improved by providing copies of set talks to be sent out before event begins

political talks by Mininsters (3)

need for glossary inside educational administration: problem of defining meaning of words.

two big meals per day were too much

missing awareness of knowing major groups of interest behind Forum concept

interest groups without participants

confrontation of the two study tour groups: need for more exchange of ideas and questions

lack of theoretical or scholarly papers

don't plan over a week-end or part of it.

ministry of education visit didn't bring much (2)

avoid long meetings: allow time for reflection

avoid long monlogues : use more group dynamics

Other comments about the programme
(complete list).

Excellent organization: warm welcome throughout. Food variable !

In general 'excellent' rating for such a complex exercise:

A+ for efficiency
= A.
A- for effectiveness

Overall organization excellent in all respects.

I can truthfully say that this has been the best professional conference in which I have participated.

I hope I may come again.

Thanks for good work and good days.

It has been a very interesting week and I think I have learned a lot of new things important to my job.
Thanks for a good planning work.

I have enjoyed this week very much.

Thank you for a very well-organized event. Au revoir !

Very well organized programme.

It was excellently planned and on the whole well executed.

For me a fascinating and fruitful week.
I express all my gratitude to all the organisers.

Thank you for this excellent stay.

Animateurs very efficient. I am very satisfied with the Study Tour and I thank you very much.

Suggestions for future activities

Similar patterns but stemming from single resource/home base.

Narrowing down to a theme which could be explored in greater depth.

To complement this and future conferences (and publications), I see a need - though I haven't had time to ponder the implications - for the Forum to have a physical centre or centres, to act as a resource for Forum members, e.g. to meet my own present need - an information bank (with staff !) to provide material on various policies in FHE.

Select a theme on current problems (e.g. declining roles) and either visit to learn how it is being done or join forces to brainstorm the problem using joint expertise to help.

Look at the French obligatory in-service training system for heads.

Look at Israel's method of managing innovation.

Topics on School Leadership.

The administration of home-school relations and all they involve; the administration of the education of minority and immigrant groups. (Le pouvoir dans le système éducatif (see Administration et Education Journal of the Association Français des Administrateurs de l'Education, 1980. No.2)

Conferences to be more frequent than bi-annual ?

Need for all members to help extend active membership to friends/contacts in other countries not represented.

Develop European Forum links in each country with similar European 'outreach' initiatives, e.g. SEO International Committee and DES linkmen with analogous countries in Europe.

To take up a deeper analysis and discussion some of the topics listed concerning needs of training activities for school leaders.

Make several small fora inside the European Forum, where every forum goes deeper into one of the needs we have now listed. Every forum use only one language. For example, one mini-forum about "self management" in English and so on after that translate the result of that using forum in English, French and German.

Conferences with not more than 20 people.

Bi-lingual conferences.

One to two items.

Some pre-arranged parties with national character in the nights.

A new conference in Autumn 1981 in Brussels or Holland, with follow up of this Forum and with further development so the task will include also educational administration in general, not only school leavers training.

Suggestions for future activities (continued)

More time for evaluation in groups.

One conference language. (English).

To let it keep activities in which most of the participants are practitioners.

Within limits, a percentage, say 10% of "outsiders" (non-Europeans) should be invited to future forums. (Such persons to be able to contribute to the main Forum theme).

More emphasis on international interest groups.

A list of the key words ("dictionary") of the local (in this case, German) systems, concepts and school names, etc.

Keeping the dual versions of the Forum: the hosting country and international orientation.

Starting with a day of small group meetings to learn the local system, so the tour will be based on more knowledge and information.

It is important for the future to permit members who had a particular and successful educational project to present it to the group for discussion and for learning. It may be a project or research. Such programmes enrich the Intervisitation Programme.

After this first "getting to know each other" conference, future conferences might focus on one/two more specific themes, e.g. the role of educational administration in the implementation of change.

Should be able to visit instruction (lessons)

Vocational training sector should be covered better.

Groups from two to three countries with a maximum of 25 participants.

Information about existing programmes on exemplary needs, e.g. from Swedish programme.

Documentation about existing managment training programmes.

Limit number of participants.

Necessary to limit theme of progrmame - nothing can come out of a too wide approach.

Entire 'group evaluation' should be made.

Good interpreters where necessary.

Suggestions for future activities (continued)

In future conferences the questions should be narrowed and made more precise, e.g. "interpersonal relationships" at a European conference could well be considered.

What theoretical and scientific experiences are there in detail in the educational administration field ? (Research Aspect).

Programme in France. I offer my services to the Steering Group. Saarbrücken - Paris only 450 km. (300 miles).

Limit heavy plenary sessions (more than 1 hour) as much as possible.

Think and try to define types of persons who will train and educate teachers in the year 2000 (cybernetics). Forecast of study, research and activity programmes in view of these training objectives. Forecast of the infra-structure.

Precision of translation services seemed to be capital point. Simutaneous translations are indispensible in order to avoid fatigue (boredom ?) and loss of time.

Use more displays which would allow quick and global knowledge of the various themes to be discussed. Have the heads of schools prepare a leaflet about situations in their state of origin and have them distributed at the beginning of the Forum.

A paper every six months informing members of the Forum of big events, meetings, reforms, relating to education in our countries.

More direct observations on location (visit of other schools).

The general theme should start from a finer and deeper-going analysis of the realities of the various participating countries; otherwise you risk only approximations with serious misunderstandings

System of translation to be improved. Translation problems into French this year.
It is necessary to organize the visits more to avoid discursive and scrappy discussions.

Make a little room for cultural artistic and economic knowledge of area visited. More free tome. Distribution of preliminary papers to participants.

Management of life-long learning

Management of on-the-job training (education) within political and pluristic context (like in Belgium).

Management of educational community.

Visits to countries with decentralized structures (like UK), centralized (like France, Sweden) and complex (like Netherlands and Belgium).

Take only one professional group such as heads or inspectors as seminar theme.

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